October 1954

National Parent-Teacher

THE P.T.A. MAGAZINE

Objects of the National Congress of Parents and Teachers

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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Florida	217,675
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Kansas	150,346
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Managing Editor Mary A. Ferre

Just to the left of the entrance to our new national headquarters are three pieces of sculpture, their dark bronze strikingly accented against the gleaming granite façade. These figures represent three groups of human beings with whom the parent-teacher organization is most deeply concerned. First we see the teacher, who, winged with knowledge and imagination, enfolds the eager, growing child. In the child's hand is a bird symbolic of life, from which springs knowledge. The center figure is the mother. She holds in her arms an infant who looks about him in constant curiosity as he clings to the security of her love, while the older child beside her inquires about the meaning and purpose of life. The third figure is the father, who carries his son on his back. The child gazes out confidently, drawing strength and serenity from his father's protection.

THE PRESIDENT'S MESSAGE

Membership Proclamation

OURS IS AN ORGANIZATION of clear-cut goals which we have pursued unwaveringly for more than half a century. We know well what they are, and in the year ahead we shall continue to concentrate on our Permanent Platform. But while we recognize that we cannot abandon our long-range projects, we also know that we cannot for a moment neglect the immediate needs that face us.

First of these is the critical shortage of teachers, which must not force us to lower our standards. We know we need large numbers of teachers, men and women highly qualified and well trained. We must do our utmost to inspire more young people—our own children and our friends'—to choose teaching as a vocation. To this end we must not only raise salaries and lighten teaching loads but give to teaching the prestige it deserves.

We must also reckon with the fact that we need more schools. We now lack 341,000 classrooms, and next year, unless we act swiftly, the shortage will be greater by 67,000. This is a matter of concern to federal, state, and local governments and to all of us. I urge you to support measures designed to get these sorely needed classrooms as quickly as possible.

Juvenile delinquency too, as we know, is a nation-wide problem. We're not going to bring it under control by widespread marches to the woodshed. Difficult and distasteful as the task may be, we adults are going to have to tackle this problem by tackling its causes. It remains for us to become sensitive to every brutalizing influence that touches children's lives. For specific suggestions I refer you to our Action Program.

We have another urgent obligation toward young people: to strengthen their moral and spiritual values. In teaching children right and wrong, it seems to me that we may well emphasize personal responsibility for one's mistakes and the moral courage to admit them.

Moral and spiritual values are strengthened by exercise. We generate added conviction by acting on what we believe. Yet moral fervor is often expended in loud protests over evils that are far away in time and place. We will be wise to link together, in children's thinking, moral beliefs and moral actions, pointing out the wisdom of using our moral energy on ills around us over which we have control.

We have still another obligation: the need to give our children a sense of the civic responsibility that freedom calls for. Freedom is not something we inherit and draw dividends on. It is something we have continuously to work for. We owe it to our boys and girls to give them an image of the democratic ideal, and the presentation of this ideal must be vivid and exciting. At the same time we should teach young people the nature of Communism and all totalitarianism—a way of thinking and of governing that is in direct conflict with the democratic ideal. What are the earmarks of the totalitarian state? How can we identify it—whatever its label, wherever it appears?

Nor is it enough to equip young people to detect totalitarianism. They must also understand how to protect themselves against it. They must understand that it is essential in this defense to use democratic methods, avoiding those that we deplore in totalitarianism. And finally I would teach freedom's children what a wise historian of our time has said so pointedly: Nations are not destroyed from without. Nations crumble from within, destroying themselves by their own fear and faithlessness.

THESE, then, are our tasks. To discharge them successfully we need to work with all our might to give our children the finest education in the best of schools. Every day that sees such problems as the shortage of teachers and of school housing go unsolved is a threat to the future of our youth. We need also to continue to expand our parent education programs, to stimulate and promote study-discussion groups in which we learn the needs of children and how to meet them. Enlightened parents, working closely with the school and utilizing all community resources, are our best hope for an enlightened America.

During the past year we have made great gains in membership, until today we number almost nine million men and women. For our tasks we need the largest of task forces—the hands and hearts of all Americans. I therefore designate October 1954 as Membership Enrollment Month, and earnestly request every member not only to stretch his own service to the limit but also to bring into the P.T.A. every person whose interest in children impels him to act in their behalf.

To this proclamation, accordingly, I have set my hand and the seal of the National Congress of Parents and Teachers.

Lucille P. Leonard

President, National Congress of Parents and Teachers

Some Get Along, Some Don't-

This is the second article in the 1954–55 study program on the school-age child.

SOME GET along; some don't. The "Why?" is usually asked by the parents and teachers of those who don't. Children who get along well occasion little concern—just like the organs of the body that function smoothly.

As a mother stands by the door watching her youngster start off to school, her biggest wish is that he get along well with his teacher, his schoolmates, and his lessons. A large order? Yes. But usually it's filled with very little trouble. Children who don't do well are really a small percentage of the whole. This smaller group, however, demands so much more attention and causes so much more worry that we tend to think and write and talk about them, trying to understand why they don't get along, rather than to figure out the reasons why most children manage pretty well.

Minds Have Doors with Keys

Amy, aged six, was an only child who was to go to school for the first time on the morrow. She woke her mother in the night to ask, "Do you think I'll know how to do it?" "Do what?" asked her mother. "Go to school," replied the excited little girl.

When her mother took her back to her room, she sat on Amy's bed and talked about school, about the new children she would find to play with, what kinds of clothes they might wear, what the teacher would talk about, and so on until the little girl, wrapped in her mother's reassurance, fell into a good sleep. Amy got along well at school, later too at college, and later still in marriage. She had had the necessary shock-absorbing comfort at home, the interest and patience of her parents, and their eagerness to help her meet new things in life.

Shirley also started first grade at six, but she was sick with colds so much that her parents finally took her out and taught her at home. At seven, with this preparation, she could enter second grade, but she was reluctant to go. The colds started up again, and the parents, less patient now, were willing to do anything to help her get adjusted to school.

Her anxiety was not faked or trumped up just to get attention, as we can see from a brief account of her seven years. Because her mother had contracted tuberculosis in the year following Shirley's birth, her grandmother had taken over the child's care. After a long stay in a sanatorium, her mother finally came home. But though Shirley seemed interested, she continued to turn to her grandmother to satisfy her wants. In another year the mother was happy to become pregnant, and a second little girl was born. Then Grandmother was needed more than ever, and soon it was as if there were two mothers and two children.

Shortly before it was time to send Shirley to school, the grandmother died suddenly. Then Shirley turned to her mother with greater demands than she had ever made on her grandmother. She wanted to be fed first, before her younger sister. She wanted to be rocked at night. She called downstairs many times to find out just where her mother was. She went to sleep late, often getting up and asking for water or food. She screamed when her parents went out at night, so that the baby sitter often had to telephone them in desperation.

When a dearly loved person disappears, as did Shirley's grandmother, the dependent little child becomes fearful lest another loved person will leave too. Then she looks for reassurance and finds this in seeing and holding on to that loved person, as Shirley tried to do with her mother.

Early in life Shirley had suffered the temporary loss of her mother because of the tuberculosis. Later

Why?

Helen Ross

From home to school is a long step, perhaps a big jump. Yet the transition need not be the hazardous experience that it is for some children. On the contrary, it should be an exhilarating one—as it will be if home has been a place of security and deep content.

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the grandmother had left in what was, to the child, a mysterious way. To go to school meant losing sight of the mother—and the fear that something might happen while Shirley was away.

The child really wanted to go to school. She and Grandmother had often talked about it. But the fear of loss became too strong. The minute she got to school she wanted to run home. So she tried to safeguard herself at school during the day by rehearsing each morning just where Mother would be all day. She even asked her mother to write it down, hour by hour. Then she would put the little paper in her pocket and feel more protected. Sometimes she would ask the teacher if she might call her home. Once when this request was granted, her mother, out in the garden, did not hear the call. Shirley fell into such a panic that the teacher found it hard to console her.

Help Wanted and Given

This little girl was a victim of unavoidable circumstances, which she tried very hard to overcome. The effort demanded so much mental energy that there was little left over for interest in school. But Shirley's parents were loving and patient, and her chances of getting along better were good.

Bobby was not so fortunate. He entered the first grade a discouraged, sad-looking little boy who could not be aroused to any enthusiasm. He seemed to have no feeling of any kind and to be far away from his classmates. He did not reach out in friendliness to anyone, nor was he mean. The teacher thought him so retarded that in despair she asked that he be given some psychological tests. During these tests Bobby told the young woman psychologist, "I was born, and then everything was finished." When a child can make such a statement, we have some measure of his meager expectation of life.

There was little reason for Bobby to treat the world with enthusiasm. His father had been killed overseas when Bobby was an infant. His pretty young mother was unready for the responsibility of a child without her husband's help. She neglected Bobby, leaving him to the care of indifferent people in boarding homes, and as early as possible she put him in a boarding school. Here, happily for him, he found a teacher who wished to make this school the beginning of good, warm relationships for Bobby. She made up her mind to compensate for his feeling that his life was "finished" before it had even begun.

Both Shirley and Bobby were forlorn, for different reasons, in early life. Bobby lacked, and Shirley lost, the continuously supporting adult whom every child needs as a cushion against the inevitable discomforts of growing up. But many children are less fortunate than Shirley or Bobby. Though these two had severe difficulties in early life, both of them also had understanding, loving people to care for them and help them to a wider, happier life. Shirley's parents and Bobby's teacher believed that personality can be modified, and this belief is essential to the efforts of parents and teachers. Indeed it is indispensable to even partial success.

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The Contagion of Contentment

Children who have known the consistent affection of one person, who have experienced the rhythm of discomfort and reassurance, of longing and relief, are better prepared to get along in school, in the neighborhood, and the ever enlarging environment than are those who have missed out along the way. They do not have to use their energy in wondering about their worth to others. They are sure of their place in the warm shelter of the home.

Young Joan arrived at camp—a little late because her mother, a widow, had been delayed by business. She jumped out of the car among the many girls who were already familiar with the camp, said "Hello, I'm here," and extended her hand to greet the directors, whom she and her mother had never seen. She was immediately at home, and within a few hours everyone had forgotten she was a latecomer. She expected friendliness, and because she expected it she received it.

Joan's mother had not had an easy time. Her husband had died. The oldest child, the only boy, was a spastic, and there were two children younger than Joan. Yet instead of grumbling against fate, she had accepted her responsibility with the strong determination that the childhood of her four youngsters should be as happy as her own had been. Her love of life and her friendliness she communicated richly to her children.

Brothers and sisters, their rivalries and their sharing, contribute much to helping a child get along. Occasionally one sees a particular youngster in a big family who has had a harder time of it than the others. Perhaps he had an early illness, or maybe he has in some way disappointed his parents or given them anxiety. (Anxiety can communicate itself to a child and make him feel "different.") Inheritance too must be taken into account. We all know that even children of the same family are different from the day they are born. Usually, however, when the father and mother are loving, the discipline of living under one roof, eating and playing together, and sharing good and bad family fortunes binds children together in love and helpfulness.

To be sure, an only child does not have an opportunity for this fine rehearsal for life. Yet few children are so separated from others in neighborhood play that they lack the early experience of give-and-take. The only child does not always suffer from selfishness, as many parents fear will be the case.

Children who do get along will frequently have to borrow strength and courage from those with whom they live. Their conviction that this bank account is never overdrawn makes getting along in life an easier task. When the reserve of parental affection and deep concern is low, or lacking altogether, or fluctuating so that a boy or girl does not know what to count on, getting along is harder. Such a child lacks the gilt-edged security that comes with the constancy and consistency of parents' care and protection.

Every child is bound to have difficulties and trying times as he grows up. Some of these—like illness, injury, or loss of parents—will make life harder. Yet a sense of his parents' abiding affection will soften the troubles and enable even handicapped children to fulfill their highest potentialities.

Helen Ross is the noted administrative director of the Chicago Institute for Psychoanalysis and author of a popular newspaper column "About Our Children." She has lectured at the University of Chicago and elsewhere and is in great demand as a consultant to many social agencies and civic groups.

N.P.T. quiz program

A family counseling service

Consultants Nancy Bayley, Muriel W. Brown, Flanders Dunbar, M.D., Esther E. Prevey, Ralph H. Ojemann, Lyle M. Spencer, William C. Menninger, M.D.

• *I've tried to bring up my eight-year-old youngster to respect all people, regardless of what they look like and where they come from. Recently a refugee family, with a boy about my son's age, moved into our neighborhood. The other day I heard a group of children, my boy included, taunting this refugee child because his speech was different from theirs. I'm puzzled about how to show my child that such taunting is cruel.*

There are very few eight-year-olds who can turn in a perfect score for behavior in this kind of situation. Most of us need a lifetime to learn how to feel, and to express, the sense of kinship and community with all people that this mother craves for her son.

Parents who understand how complex and difficult this kind of learning is will not be discouraged by the occasional mistakes young children make in their early attempts to manage their social relationships. It is hard work at any age to behave consistently toward other people as you think you should and wish you could.

There are two general approaches to education in human relations, and one supplements the other. First, we try to create an environment in which the desired form of behavior develops in a natural, positive way. Second, we regard each episode as a learning experience, helping children to profit from their successes as well as from their mistakes.

The chances are that this little boy is a reasonably secure and happy child who is still accepting his parents' ideas and values about people. In the warm and loving atmosphere of his home it is probably fairly easy for him to treat strange children as he knows he is expected to do—be friendly with them, show them his treasures, play games with them. The more successfully he plays his part in this sort of hospitality, the more he enjoys it himself, and the more skillful he becomes.

At school, on the street, or on the playground, it may not be quite so simple. He loses some of his sense of security. He is just one small boy in a world that seems very big, even dangerous. He needs to feel that he is wanted, that he belongs with these people outside the home who have the power to accept or reject him. The need to be "one of the gang," to gain status by doing what the other fellows do, is stronger than the desire to please the family by doing as he has been taught. Certainly it is a good deal stronger than the half-formed habits of social response learned at home. When the gang jeers, he jeers; when the other boys are kind, he is kind. Once in a while, if his feelings for a victim are deeply aroused, he will stand his ground with a shrill "Cut it out!" or a challenge to fight. Not often, though, because at eight he is just learning, in a practical sense, the courage and skills of human relations.

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THERE are many good ways in which parents can help with this learning. Perhaps the most important is to encourage community attitudes and opinions that will reenforce and support family teachings. The clearer the community expectations, the more likely children are to fall in line with them. For example, in many places families, including the children, plan together to welcome newly arrived refugee families. This planning creates a whole community climate of friendliness and good will. What the newcomers add from their store of experiences in other countries gives color and drama to picnics, concerts, dances, and other social doings.

If language is likely to be a problem, the local youngsters can be alerted ahead of time and asked for their advice. Teachers can do a great deal to offset any possible tendency to mimic, tease, or criticize by inviting foreign children to appear on assembly programs and in geography, social studies, and language classes. A tape recording of an original skit, in which American children and foreign children attempt to speak each other's language, can lead to much wholesome hilarity.

In the more specific training of the individual child, all that parents know about learning and teaching can be put to good use. Mothers and fathers themselves can strike the right note as they greet and make friends with the new neighbors. The eight-year-old in the family can take some responsibility for helping to entertain when the newcomers are invited to dinner or taken to the movies. Other children in the neighborhood may be included in these family activities from time to time.

When a child does make a mistake, discuss it objectively, in a spirit of "How shall we manage next time?" Avoid saying or doing anything to make him feel guilty, embarrassed, afraid, or ashamed. If he has done something mean he knows it, and he is sorry. Nine chances out of ten, he will want to make amends—*if* he is given time and the freedom to react in his own way according to his own feelings.

Perhaps none of these suggestions seems very profound, but the principles of learning on which they are based are fundamental. The grownups at home and in the community are the keynoters. The kindness and consideration they show to each other will be reflected in the behavior of their children. And the greater the variety of people in a neighborhood, the easier it is to appreciate the richness and value of their differences and the importance of these differences to a democratic society.

—MURIEL W. BROWN
U.S. Department of Health, Education, and Welfare

• ***Mr. John has an attractive fourteen-year-old daughter in the first year of high school. He is perturbed because she wants to date. "Should a child this young be dating?" he asks.***

This is a problem many families face as their youngsters enter high school. It should be handled with wisdom and skill because good social relationships are essential to a young person's present and future happiness. Either too much freedom or too much restriction can be damaging.

During the first twelve to fourteen years of life, we spend much time discovering that others are interesting and enjoyable. We learn something about getting along together in small groups, and we form some friendships, usually with our own sex. As we begin to mature we find that though friends of the same sex are still important, those of the opposite sex become increasingly appealing.

The age at which this interest appears varies from person to person. For, as we know, some children mature younger than others, girls earlier than boys. As the opposite sex becomes attractive, both boys and girls need many chances to become really acquainted.

Therefore, when a boy or girl first takes an interest in dating, that is the time to permit it. Parents should accept it as a natural thing, an indication that the youngster is growing up. Wise guidance, however, is necessary to make such experiences beneficial.

WHAT are some of the principles of wise guidance? Only a few can be mentioned and those briefly. First, it's better if the children involved are somewhat near the same age. That means they are on about the same level of development and experience. Second, parents should know the dating partner and where the couple is going. Especially in the case of girls, parents have a responsibility to help the young people set a reasonable time for arriving home. Third, the couple should be helped to know how to behave. Adequate social skills and standards of acceptable conduct are indispensable. Children have a right to expect such teaching from their elders.

Fourth, parents must set some limits, limits that afford necessary protection without ruining the youngster's social life. Fifth, teen-agers should be provided with numerous social experiences of different kinds—small and large affairs, informal and more formal, club activities, wholesome recreation, and so on. Chaperons should be present, to help but not dominate. It is hardly necessary for an adult to accompany a young couple to a movie, but it does seem wise for adults to assist at teen-age parties.

My answer to Mr. John would be this: "Your daughter probably should start to date if she is interested and has the opportunity. But offer her the protection of good counsel in this new phase of her life. Give her enough freedom to enjoy herself and to grow. At the same time help her to set limits that will protect her as she develops into a young woman."

—ESTHER E. PREVEY
Department of Family Life Education
Kansas City, Missouri, Public Schools

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A girl who joins the armed services will serve under one of these four directors: left to right, Colonel J. E. Hamblet, Women Marines; Captain L. K. Wilde, WAVES; Colonel P. D. S. Gray, WAFS; and Colonel I. O. Galloway (author of this article), WAC.

When a Girl Joins the Armed Forces

Colonel Irene O. Galloway

Director, Women's Army Corps

EFFECTIVE leadership based on unselfish dedication to our nation, on the Christian code of morals, and on consideration for human dignity and the rights of all men requires many traits—integrity, a strong sense of responsibility, thoughtfulness of others, sound judgment in making decisions, and emotional stability.

Of all the careers open today to young women, service in our armed forces offers the greatest opportunity, I believe, for developing their leadership abilities; continuing their spiritual and mental growth; and working for their country's welfare. This belief of mine is the result of more than twelve years' experience as an officer in the Women's Army Corps.

Although what I have to say here concerns the WAC specifically, it applies in most respects to all the women serving in our Army, Navy, Marine Corps, and Air Force. Each of these four services offers its members not only an opportunity for growth in spiritual and mental stature but a daily challenge and daily guidance to develop their best traits of character. Such challenge and guidance are needed to help the services achieve a twofold mission: (1) to have the benefit of women's skills in the noncombat tasks that they can do as well as, or better than, men, and (2) to constitute a nucleus of trained women able, in turn, to train the great numbers of women who would be needed if an emergency should confront our country.

To succeed in carrying out this mission the Women's Army Corps and the other three services must therefore develop to the highest possible point both the work aptitudes and the leadership qualities of all their members. In this day of technological advancement, few military jobs call for physical strength alone. The contribution of the servicewoman lies in performing duties that require technical skills or specialized training along with the exercise of personal initiative.

The kind of leadership we develop in the WAC goes far beyond the ability to give commands on the parade ground and train troops to execute them correctly. Naturally this facet of army leadership is important, but it is perhaps the simplest of all. Far less simple and more important is the responsibility of the WAC leader, whether corporal, sergeant, or officer, to conduct herself in such a way that those under her command will want to follow her example as well as obey her orders.

© U.S. Department of Defense

This young Wac is acquiring specialized training in map production from a Wac instructor. In the background another servicewoman computes figures to be used in future field problems.

Of course the high degree of work ability and leadership that must be maintained by members of the Women's Army Corps and other servicewomen cannot be produced overnight. It comes from coping successfully with everyday problems, from striving constantly to improve one's skills and abilities.

The Career Begins

How these skills and abilities are developed I can best describe by outlining the typical experience of a Wac, beginning with her first hour in the Army. From the day she arrives at the WAC center for basic training, her growth in spiritual and mental stature begins. She is greeted by a young noncommissioned officer who courteously and efficiently escorts her and her sister trainees to a waiting bus. At the center another WAC noncommissioned officer assigns the new arrivals to their barracks, shows them how to make an army bed, answers their questions, and makes them feel at home.

From that time on, the trainee will see WAC noncommissioned officers not much older than herself giving instructions in the company quarters, on the parade ground in military drill, in the classroom. It is only natural for the idea to occur to her that she too, by study and self-discipline, can in time perform the same role.

On her first day the trainee is greeted by her commanding officer, who is a Wac—as her commanding officers will be throughout her career. It is this officer's duty to guide the women in her company or detachment toward developing their best qualities and abilities and to help them with their personal problems.

During her first week of basic training, the Wac, like young women in the other three services, takes a series of scientific tests designed to reveal her aptitudes for different fields of army work. In an informal interview with a WAC noncommissioned officer she talks over the kind of work she would like to do. The results of the tests and this interview will determine what further technical or specialized education she will receive at the army school to which she goes after completing her basic training. If she has already been trained in civilian life, she may be assigned directly to duty.

Some time in that eventful first week, too, the trainee has a chance to meet and talk with an army chaplain of her faith. She learns that throughout her entire career in the service a chaplain will always be ready to help her with her problems. Servicewomen are encouraged—but never ordered—to attend regularly the church of their faith. No matter where they are stationed, they will find a chapel close at hand where Protestant, Catholic, and Jewish services are conducted.

Another invaluable experience is that of learning to live with other young women and to consider their rights. It is through this experience in group living that the trainee develops an ever growing loyalty to her barracks mates and to her branch of the service. Such loyalty is in itself an outgrowth of the feelings that led her to enlist in the first place—a deep love for her country and a desire to serve it.

Meanwhile the Wac is also discovering, among her many new responsibilities, that her conduct is no longer just the concern of her own conscience or of her family, but of the Women's Army Corps, since the public judges the WAC by its individual members.

When our Wac trainee finishes her basic training and her further schooling, she is ready for her first duty assignment. She will be sent to an army installation in the United States to work in the career field for which she has been trained. Here she will belong to a detachment of Wacs and live with them in attractive quarters somewhat like a college dormitory. Again a mature WAC officer will be in command.

Wherever she is assigned—to an office or a hospital—she will work along with enlisted men and women and with men and women officers. Her supervisor will be a young noncommissioned officer, either a servicewoman or a serviceman, and the section will be headed by an officer. And here, on her first assignment, she will profit by on-the-job training.

After duty hours she will share in the community life of the post. Her quarters will include a pleasant living room where she may meet her escort just as she used to do at home. Facilities for recreation and sports will be provided at the post, and there will be

many dances and social doings at the service clubs.

She will have a chance, too, right on the post, to take college courses in her leisure time. The number of Wacs and other women in service who have earned a college degree during their off-duty hours is increasing every year.

Growth and Advancement

After several months at her first duty station, our young Wac has learned to adapt herself to many new situations, to make new friends, to improve her job skills, and to develop the best in her character. She begins to look forward to the day when she will receive her first stripe as a private first class, the initial step in the career of advancement open to all men and women in the military services. She has accepted the challenge of adult responsibilities and is measuring up to the standard. Under the wise, interested leadership of her commanding officer and her office supervisors, she may anticipate continued personal growth as well as advancement.

Later the Wac (like women in the other services) may be assigned overseas. There the opportunity to travel, to meet people of different nationalities and cultures will give her a better understanding of the world. Just becoming acquainted with the people of other lands and their ways of life will give her the best possible course in international relations. A WAC detachment in a Japanese community recently held open house for sixty members of the women's association and the local school board. In return, many of the young Wacs were entertained in Japanese homes.

We are proud of the interest our overseas servicewomen take in the people and the life of the countries where they are stationed. We are particularly proud of the volunteer work many have done in their off-duty hours for children in foreign orphanages. They have aided orphanages in Korea, in Japan, and in Europe. At Christmastime they have joined with other Americans to bring holiday cheer to underprivileged youngsters.

When a Wac develops outstanding leadership ability, she may become a master sergeant or an officer. The officer candidate course leading to a commission as a second lieutenant is open to all exceptionally qualified enlisted women. Civilian women who are college graduates and possess the desired traits of character and leadership may also become WAC officers upon successfully completing the five-month Officer Basic Course. This again is true of all the women's services.

From this brief account of the Women's Army Corps—its high standards and its worthy mission—it is apparent that the young woman accepted for enlistment must fulfill far more than the requirements for joining the Corps, such as the correct age, a high school education, and good physical and mental health. She must also be endowed generously with

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These WAFS (Women in the Air Force) are weather observers, ably assisting an air force captain with his daily job as forecaster and weather analyst.

certain intangible qualities, which I have tried to point out. Let me summarize by saying that we seek young women who want to work for something they believe in—their country; who want to grow in spiritual and mental stature; and who have concern for the welfare of others.

Since the average age of enlistees today is around twenty, it is only natural that each year many highly trained women leave the armed forces to marry and establish homes. Our country has not wasted money on their training, however. Quite the contrary. They make better wives and mothers and citizens because of the fine traits they have developed during their years in the service.

Not only are there great opportunities open to women in the armed forces, but the prospect is that they will become even greater. For women are still pioneers in the military establishment. During World War II large numbers served in our armed forces for the first time. And they continue to do so in this tense postwar era. Their contribution has been so valuable that the women's services have been made permanent components of the regular Army, Navy, Marine Corps, and Air Force by act of Congress.

In the years to come more and more young women will choose this new career open to them because it holds a twofold inducement—a chance not only to serve their country but to develop as individuals while earning a satisfying livelihood.

Frank Answers

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When young people ask questions about growing up, it's not enough to listen to the words alone.

The real questions they are asking may be locked in feelings behind the words.

ALL YOUNG people ask countless questions having to do with their personal life in the not-so-distant future—questions about what it means to grow up, become a man or a woman, work out wholesome relationships with the other sex, fall in love, choose a mate, get married, and have children. Such questions indicate a concern for growing up. They arise out of a deep need for coming to terms with oneself as a young adult.

Questions about life and growth emerge as changes take place during puberty and adolescence. These changes are sometimes so rapid that they are confusing. A youngster's feelings about them may be all mixed up, so he looks for guidance to people he trusts.

Today more than ever it is important that our boys and girls get frank answers to questions about the facts of life. Many movies, popular songs, and stories nourish romantic illusions that ignore the realities of life and love. Newspaper headlines shout details of sex crimes, reproductive abnormalities, romantic adventures, juvenile delinquencies, adult indiscretions, and pathological behavior. Early dating, with pairing off in automobiles, thrusts teenagers into complex situations. Large high schools bring together young people who have learned a wide variety of social customs, manners, and morals. No wonder boys and girls are filled with questions that beg for frank answers.

Most of us parents agree that we have a responsibility for answering these soul-searching questions, but many of us do not feel up to the job. Our own background seems woefully inadequate, and our knowledge is all too often sketchy. In recent years our convictions on many issues have been shaken. We too are confused about what we read in the papers, hear over the radio, and experience in our own lives.

You Don't Have To Know All the Answers

When Johnny built his first model plane a few years ago, you didn't know how to assemble one or how to answer his simplest questions about it. You didn't have to, to help him. You put down your paper and probably said quite simply, "I don't know, Johnny. Let's look it up together, and maybe we can find out."

This is the second article in the 1954-55 study program on adolescence.

Sylvanus Milne Duvall

to Straight Questions

When Sally had that dreadful time with the new neighbor's child, you didn't need to get all the facts before you could be helpful. You realized that more important than what had happened was the way Sally felt about it. So you quietly listened. You encouraged Sally to get all her feelings out into the open, not by prying and pressuring her to talk but by your sympathetic understanding. You helped Sally to see her problem, get her feelings about it clarified, and decide what she should do about it. You did this by your own reassurance, by your faith in her ability to work things out, and by filling in what facts she needed to round out her knowledge.

You don't have to know all the answers before you can help your children with life's toughest questions. In a real sense, you help them most when you are willing to learn with them. As you listen to them state their questions, and put their feelings into words, you are helping without really telling them anything. Yet while you encourage your children to get their questions about any area of life out into the open, you may discover that you have answers you did not realize you had. For many of the questions young people ask are simply variations of the one big question, "Am I all right?"

This doubt of theirs isn't difficult to understand if we remember that adolescence is the age of rapid physical growth. Some youngsters shoot up very quickly. Others are slower in their development and are still little boys and girls when most of their classmates are obviously becoming mature. This wide variation gives rise to many questions that are fairly easily answered by the parent who is aware of young people's need for reassurance. Queries about physical changes are as natural as puberty itself: What does menstruation mean? Do boys have anything like menstruation? Are seminal emissions normal? Will I ever get over these awful pimples? Why is my skin so oily?

Such questions are actually quite simple. The answers may be found in any good book on growing up. Mothers and fathers who feel embarrassed by these intimate matters may profit by discussing them with other parents in a parent education group. A wise leader will encourage the practice of having parents talk freely with others who face the same problems.

One very human question haunts many adolescents. They have countless ways of asking it, but it always adds up to the same pleading query: "Am I lovable?" The best answer comes not in words but in loving family relationships that through the years flow around the growing child. The youngster who knows how to love and to be loved senses that he is a lovable person and does not find it too hard to develop faith in himself and in life.

"Is It True That . . . ?"

When adolescents start asking about abnormalities, deviations, and the bizarre, they are often seeking help in sifting fact from fiction. Newspapers frequently carry stories about Siamese twins, for example. Young people naturally wonder "How come?" Or they read about a rape-murder and want not only to understand what it is but how to protect themselves. Their questions may extend to homosexuality, glandular abnormalities, and other variations.

It isn't enough to put off these questions with the familiar stall, "You'll know when you're older." Today's young people won't be satisfied with such a casual brushing aside of subjects important to them. They are growing up in a world where all sorts of ideas—facts, fictions, and fallacies—are broadcast far and wide They *need* to know what is true and what is not. They yearn to get things straight. And in this area of life, which is as confusing as it is intriguing, they have a right to know the difference between myth and reality.

Certain other questions, however, may seem quite premature—for example, questions about what happens in marriage, in childbirth, and in full adult-

hood as a member of one sex or the other. But the youngster who asks them is, once more, trying to understand what will be expected of him as a grown person, wondering whether he will be able to live up to all those expectations. Therefore when an adolescent girl asks "Does it always hurt to have a baby?" she needs more than the straight factual answer. She needs also the assurance that she herself will be adequate as a young mother. In the same way the boy or girl who wants to know about sex in marriage isn't just curious. Quite likely the question arises from anxiety about what marriage demands of a man or a woman.

Young people who get straight answers to such questions, along with simple reassurance, find many of their fears allayed. They can look forward to what lies ahead with eager anticipation rather than morbid dread or panicky experimentation.

The Wisdom of Our Moral Code

One of the most important questions parents face is that regarding the place of sex in young people's lives. A few generations ago the answer was simple. Sex was bad, so bad that it was wrong even to talk about it. Nowadays it is generally agreed that sex can be wholesome and good. But if that is so, a young person may ask, why shouldn't everyone be free to enjoy it, especially with the person he loves?

Let us take a look at some of the reasons for the moral codes of our society, so we may interpret them to our children. In the first place, we all know that no appetite or desire, however wholesome, can be indulged without restraint. Food is good, but we don't eat as we please, nor do we grab food from others. We watch our diets, eat only what is good for us, and then not too much. We eat at certain times and in certain places and not in others. Sex too must be subjected to restraints—moral restraints based on our welfare and that of other people.

Sex has an all-important basic purpose: to maintain the human race. But sex practices outside marriage do not foster this purpose. Instead, they all too frequently produce a long train of anxieties, of feelings of guilt and shame, that make it difficult for the couple to lead happy married lives later on. And the unfortunate children who are born out of wedlock are, as we all know, handicapped from the start. Even forced marriages are woefully unstable. Many young people driven into such a marriage find themselves responsible for a family long before they are ready to be responsible for themselves. Moreover, a sound, satisfying family life after a child is born is likewise essential for the survival of the race.

There is still also the constant possibility of venereal disease—and this is one of the facts that young people should know. Contrary to some reports, modern miracle drugs have not wiped out these diseases. Only five years ago they were forty times more prevalent than infantile paralysis, and among some groups the death rate from them is more than twenty times as great. Thus a clear-cut moral code protects the health—mental and physical—of those who follow it.

In addition to the religious concept of sin, society has good and ample grounds for seeking to restrict sex relations to husband and wife. For example, girls frequently fall in love with sex partners who have no intention of marrying them. A man once said to his girl friend, "Let's get married or something." She replied, "Let's get married or nothing." Sex in marriage is not merely a matter of the *here* but of the *hereafter*—that is, of the long line of tomorrows during which the couple's love should grow deeper and richer. Premarital relations, on the other hand, bring emotional involvements that belong in marriage; hence frustration and, often, deep-seated disturbances.

One does not have to be a prude to keep love within bounds. Many young people have become quite expert in knowing how far not to go on their dates. In general, both adolescent boys and girls agree that lovemaking depends on what your standards are and how much you love and trust the person you are with. Recent research shows that self-imposed youth standards call only rarely for a good-night kiss on the first date and some necking between couples who are going together fairly regularly.

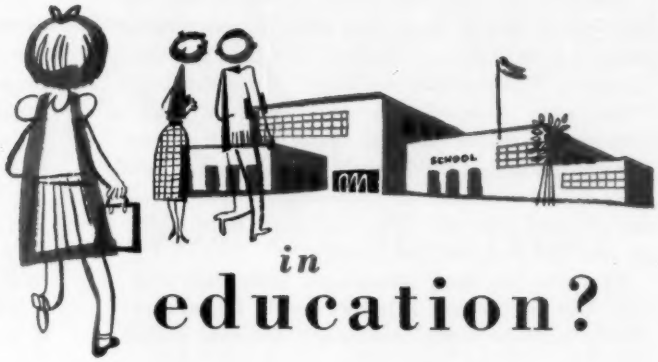
Joint Search for Standards

One real benefit of sex education in our schools is the opportunity young people get to work out their values among themselves under wise adult leadership. Together they can form their conclusions on the basis of sound knowledge and full discussion of meanings, consequences, and standards. Such education in schools and churches supplements but does not take the place of what families themselves are doing. Wise parents are helping young people to define their own standards, to learn how to say no to situations beyond their limits. It is this kind of guidance that may make all the difference between a happy, fulfilled young life and one that is prematurely disillusioned and embittered.

And the parent who helps his children find frank answers to straight questions will gain not only their lifelong appreciation but the deeply satisfying knowledge that those children are acquiring the priceless ability to face life as it really is.

Sylvanus Milne Duvall, widely read author of Before You Marry *and other works of good counsel for young people and their parents, is professor of social science and religion at George Williams College in Chicago. Like his wife, Evelyn Millis Duvall, he is also a practicing specialist in family life problems.*

What's happening in education?



• *How can we convince others that education is the very cornerstone of our democracy?*—Mrs. J. W.

In the phrase "cornerstone of our democracy" do you include our daily life, with its personal freedoms, its opportunities, its high level of income, security, and leisure for everyone, and its advantages of American citizenship? I think so. These advantages every American experiences every day. So the problem becomes how to convince Mr. American that what he enjoys stems, grows, and flowers from good schools?

Happily, we have fresh new evidence that is very convincing indeed. It comes from the United States Chamber of Commerce, an organization whose members pay heavily in taxes to support education. It is a brochure—large, colorful, graphic—entitled *Education—An Investment in People.*

Let's see how it answers Mr. American's questions. One of them will likely be "Does increased expenditure for schools make for greater prosperity?" Using census figures, the brochure demonstrates that cities "having the highest adult education levels . . . were found to average over 20 per cent per person higher retail sales." The more education, the higher the standard of living.

Next question: "Does the man or woman with more education help make democracy work by participating in public affairs?" The answer, based on a Roper survey: Fifty-two per cent of college-educated men and women were "politically active"; high school educated, 26 per cent; grade school educated, 16 per cent. Only 18 per cent of the college educated were politically *inactive,* while more than half (51 per cent) of the grade school educated didn't lift a finger to help make our democracy work.

Next question: "A good American ought to be one who is willing to defend his country. Does schooling have any influence?" It does. Rejections of young men for military service range from 1.3 per cent in Minnesota to 56 per cent in South Carolina.

When you compare the percentage of ninth-grade students who *did not* graduate from high school with draft rejections you find a direct parallel in thirty-seven of the forty-eight states. The more people we have who do not complete their schooling, the more we have who cannot answer the call of their government to defend democracy.

Another question: "Has education enabled us to enjoy the American way, or is prosperity simply a matter of resources?" Turn to this publication for charts comparing literacy rates of the United States and other nations with income, newspaper circulation, and so forth.

I have cited only material found in Part I of this handy brochure. Do you want facts on the schooling of people in your state? Consult Part II, "Our Changing Population." Do you want to compare expenditures for schools in your state with those in neighboring states? Then see Part III, "School Conditions, Current and Predicted."

All the data appear in easy-to-read charts. Of course you will need to make your own interpretations. Every P.T.A. member should read *Education—An Investment in People.* For a copy, send one dollar to the U.S. Chamber of Commerce, Washington 6, D. C.

• *How can we get good teachers?*—D. M.

"We started this year," says U.S. Commissioner of Education Samuel M. Brownell, "with a shortage of about 72,000 prepared teachers for elementary schools." What can parents do about this? What can teachers do?

Teachers play a more important role than they may think. Students of the teacher recruitment problem declare that the deciding factor in a young person's choice of teaching as a career is acquaintance with an influential teacher. The teacher who inspires respect, love, and affection will always be education's best recruiting sergeant.

One of my associates reported that his son said at the dinner table, "Mr. Black, my science teacher, is terrific. He knows more about everything than anyone I ever met. And he's a good guy too." Count Mr. Black as a good teacher recruitment agent.

Teachers—and parents—ought to avoid one common pitfall. We all know that when we ask a person about his work what we hear first are the disadvantages. "Don't go into medicine," warns the doctor. "Your time is never your own. It takes years of preparation before you can begin to earn money." Farmers point out the hazards of agriculture. Politicians deplore the fickleness of voters. People in radio and TV and films say, "You don't have to be crazy to go into this business, but it helps."

Teaching has many advantages. More than almost any other occupation it brings one in friendly association with the entire community. It means working with what is most precious to our society—children. It need never be repetitious. For the person with an active, inquiring mind, education's horizons are unlimited. Teaching is one job in which work can be fun. In most jobs you must find your fun *after* work!

Now, what can the parent do to recruit good teachers? In the first place, a parent ought to want his boy or girl in the occupation that best suits his inclinations and abilities. So don't say, "For heaven's sake, don't go into teaching." I know people who have tried other occupations only to discover that teaching remained their true love. The executive secretary of one of our great teaching organizations once launched himself on a promising career in insurance. Then one day he thought, "What am I doing in this business?" and promptly returned to education.

Do not repeat or perpetuate false myths about teachers. Don't say, "If you go into teaching you are likely to be an old maid." The proportion of teachers who are married is now probably over 50 per cent and constantly rising. There's no better preparation for parenthood than teaching. Husbands take special pride in announcing that their wives were once teachers.

Don't deride teaching as a field of unusually low salaries. Beginning salaries for teachers now start well above comparable salaries for other occupations open to girls and above those of many jobs open to boys. Promotions are written into salary schedules. The N.E.A. recently called for a $9,000 maximum, and already in some school systems schedules run up to $8,500. With soaring birth rates teachers will continue to be in short supply for many years.

You have a large stake in getting good teachers. Talk it over in your P.T.A. meetings.

● *I am writing for a number of mothers in my neighborhood. For the third year now our children are going to school in shifts. This fall, we are told, two classes must meet in a church basement that is a firetrap. We complain to the board. The board tells us it can do nothing because we are bonded up to the limit permitted by the state. Can nothing be done?*—Mrs. C. M. O'D.

Thousands of school districts appear to be doomed to steadily worsening provisions for their schools. They can't cope with the increasing numbers of children. Public officials, businessmen, everybody welcomed the sharply rising birth rate, but who is willing to face the consequences?

The National Education Association risked making a tiresome nuisance of itself shouting warnings. Not enough citizens listened, so this year your children will be among at least 700,000 who go to school in shifts.

What can you do? Become politically alert. Ask questions. At the Atlantic City convention of the National Congress of Parents and Teachers I heard your representatives ask questions that drove to the heart of the school problem. That's good. November elections are just around the corner. Politicians will be seeking your vote, so meet with your frustrated friends and organize your questions. Insist on practical, not general, answers.

What kind of questions? You might try these for starters:

Do you believe it is sound policy for the United States to spend a steadily decreasing percentage of its national income for public education? (The percentage has been going down ever since the thirties.)

Do you believe certain communities should be limited in educational opportunity just because they have more children?

Would you vote for laws by which the state and possibly the federal government will give financial help to school districts that are over their heads in children to be educated?

Would you put money for schools ahead of money for roads?

Here are a few questions for your congressional candidates:

Do you approve of the moves in the House and the Senate that prevented the bills calling for $250,000,000 aid for school construction from coming to a floor vote? (Members of both parties were involved in sealing off the bills backed by the P.T.A., N.E.A., and numerous other organizations, so you can put the question to Republicans and Democrats alike.)

Do you approve of the recent increase in federal funds for vocational education by $5,000,000? If it is good public policy to vote federal aid for vocational education, is it not equally good policy for the nation to assist basic education?

Our school board says it cannot raise funds to keep up with the influx of pupils. Are you going to do something about this, or are you going to wash your hands of it?

You will undoubtedly think of other questions. Be informed. Your P.T.A. legislation committee now receives—or should—prompt and precise facts on the records of your state and national representatives in Congress.

—William D. Boutwell

Doubts on Diet.—Today Baby is likely to be eating solid food by the time he's six or eight weeks old. Even though pediatricians aren't always sure that the change to solid rations is wise, they permit it. Why? Because mothers insist. And mothers insist because they believe that solid foods make for plump babies who walk, talk, and teethe early. Actually much study remains to be done to learn just what feeding practices are wise, and a great deal depends on the individual child's needs. (These findings were drawn from the replies of two thousand pediatricians to a questionnaire on infant feeding.)

Lyrical Language.—What do you think are the most beautiful English words? Here are the choices of Dr. Wilfred Funk, well-known authority on word meanings and origins: *tranquil, murmuring, dawn, hush, lullaby, mist, chimes, luminous, golden, melody, chalice, jonquil, thrush, mignonette, gossamer, rosemary, fawn, camellia, myrrh, marigold, alyssum, oriole, anemone, asphodel, damask, oleander, halcyon, amaryllis, tendril,* and *cerulean.*

The Children's Circuit.—Skilled counseling of disturbed boys and girls can go far in preventing delinquency, but because of a shortage of clinics many children fail to get the help they need. According to John O. Reinemann, director of probation in Philadelphia, some states have overcome this hurdle by sending traveling psychological clinics to smaller towns and rural areas.

Hymn of Dedication.—The favorite hymn of Mahatma Gandhi, it was announced at the recent assembly of the World Council of Churches, was "When I Survey the Wondrous Cross." India's spiritual leader would sing it while he was fasting, as a vivid reminder of the sufferings of Christ.

TV Patrols the Forests.—The television camera has joined the forest rangers. Like the doughty guardians of the nation's woodlands, these electronic cameras spot timber blazes and send out alerts. The cameras, suitcase-size, can be installed atop watch towers, where they rotate once in two minutes. As the camera head turns, the watchful lens scans miles of countryside and by microwave flashes an image of the landscape to a headquarters more than fifty miles away.

Report from the Marts.—Three somewhat off-beat items made news on business pages recently. First, for telephone users who have occasion to dial in the dark there is an instrument with a dial that lights up when the handset is lifted. Second, students of the stars may purchase a modest-priced junior planetarium that projects forty major constellations and three hundred stars on darkened walls and ceilings. And third, peppery-tempered folk who restrain themselves by counting to ten may find their lot made easier by a rectangular metal frame from which hang five tiny bells plus a pointer. Counting the bells twice should give blazing tempers a chance to cool.

Background for Roses.—The much admired rose gardens at U.N. headquarters are brightening a setting that has known sharp changes through the centuries. Back in 1640 two English settlers grew a fragrant tobacco crop on this spot. Only a few years ago the area was a tangle of tenements and warehouses. And today the rose bushes—planted against a background of cherry trees, honey locust, and hawthorns—bloom profusely on what is actually the roof of a drive to an underground garage.

Lost and Found.—A lost child, tearful and panicky, can be a heart-wrenching sight. One policewoman whose beat is a beach in a large city has worked out what seems to be a tear-proof, panic-proof formula for handling children who stray from their parents. At any rate, her method has held up through three seasons of about five hundred lost children each. While waiting for parents to turn up, the lady cop first treats the tots to ice cream. Then she reassures them: "We're going to look for your mama. She's lost. But we'll find her." When the anxious and sometimes weeping mothers do turn up, their offspring are likely to meet them with the self-possessed greeting: "Mommy, why did you run away? You were lost. We've looked all over for you!"

Music That Clicks.—A few weeks ago eight thousand music lovers at Chautauqua, New York, saw a new instrument on the concert stage—a typewriter. The instrument was wheeled before the orchestra and played in a performance of Leroy Anderson's *Typewriter Concerto.*

Dealing with Dynamite.—Do you know what a blasting cap looks like? Does your youngster? This knowledge could mean saving an eye, a hand, a life. The Institute of Makers of Explosives reports that last year there were hundreds of blasting-cap accidents. Many of these mishaps occurred because children played with caps that someone carelessly left lying around. The U.S. Post Office is launching a drive to alert children against these shiny, pencil-size metal cartridges.

Knock Knock.—Have you ever tapped on wood to ward off bad luck? Did you ever wonder where that superstition got its start? A Los Angeles psychiatrist has an explanation. He traces the custom back to primitive times when men believed that protective gods dwelled in trees. By knocking on wood you could enlist the aid of these deities against harm and ill fortune.

Time for Tears.—A teacher who asked her pupils to recite their favorite mottoes drew from one little girl the slogan: "If at first you don't succeed, cry, cry again."

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What Emotional Health

2.

The Emotion That Fits the Case

TWO WOMEN, walking down Main Street, stopped by sudden mutual consent in front of the Specialty Dress Shop. They gazed with speculative yearning at an evening gown featured in the window display. It was a dress to make any woman think of moonlight and music—and of herself as a figure of romance.

Finally one of the two turned hesitantly to the other: "You don't think, do you . . . ? You said just the other day you had to get a new evening dress."

For a moment the silence of decision weighed upon the other woman. Then, as though a spell had been broken, she laughed. "No," she said, "I don't think . . . and neither do you, Helen. We both know I'm twenty years too old for it."

There was nothing wrong about the dress. In itself it was very near to perfection. It was the expert em-

When we are tearful over trifles, when we laugh off tragedy, our emotional life is out of balance. For in the healthy person joys and mishaps prompt appropriate feelings in appropriate measure.

Bonaro W. Overstreet

bodiment of a dream and would enhance the loveliness of the right young dreamer. But the woman who laughed knew that the dress would do nothing for her and that she would do nothing for it. There could be no basic compatibility between its shimmering youth and her own middle-aged self.

The decision this woman made, standing there in front of the store window, was of a type that each one of us is called upon to make countless times. We live in a world where, day after day, we are called upon to distinguish not only between the right and the wrong, the excellent and the tawdry, but also between what we might term intrinsic rightness and suitability.

By the standards of the dressmaking art, the evening gown yearned over by these two women had intrinsic rightness. It was a masterpiece of design and workmanship. By the standard of suitability, on the other hand, it was all wrong. The woman's realistic laughter did not reject the dress *as a dress*; it rejected *the image of herself wearing the dress.*

We might take different examples of what suitability means. Thus the other day, in the literary column of a magazine, I read the report of various book awards that had been made during the year. The writer of the column approved the choices. He felt that in each category listed—fiction, history, biography, poetry, drama—the selections proved that the judges were men and women of sense and taste. The books selected were good books. They had, to use our term again, a certain intrinsic rightness. Obviously, however, this would not mean that they were good for every reader. A wise parent would scarcely choose them as bedtime stories for his five-year-old youngster.

To cite another example: Here is a man on the point of buying a long, sleek car. There is, perhaps, no better car on the market than the one he is contemplating. To own it would be for him the fulfillment of a dream that has nagged him ever since he was a child. It is the kind of car he never really expected to be able to buy, but a sudden modest inheritance has put him in a position, at last, to be the man at that wheel.

The dealer, standing at his side, is not only a dealer but a neighbor and friend. He watches the decision-making process with mixed emotions. He would like to make the sale, and yet he cannot help seeing the larger situation. "Poor old Bill," he thinks to himself. Then quietly he says aloud, "It's going to look sort of big, isn't it, among the cars on our street?" The words suffice to tell the would-be purchaser what he has almost reluctantly known, but has refused to know: The car is a beauty, but it won't do. It can't be made to fit. No car, not even the best on the market, can be right for a man unless it is right for his way of life.

The Near Look and the Far

A philosophy professor under whom I once studied used to tell about the wisdom of a man who had been his guide on pack trips into the Rockies. This man had said that the way to avoid getting lost was to combine the distant vision and the near look.

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The same principle would seem to apply to the whole business of not getting lost among the choices that life can offer. By something equivalent to the *near look* we learn to estimate the intrinsic value of objects, ideas, and behavior, to see whether they are sound in quality, well up to standard. And by something equivalent to the *distant vision* we see them, in our mind's eye, as part of a larger whole; we see whether or not they are fitting. It is only by this double process of determining what is of good quality and what is suitable for the self and for the situation that we build a life that has pattern, serenity, and strength—a life that is not a thing of patches and tatters.

Rooted in Reality

If we ask what makes a person able to feel what is right and fitting and to reject what is not, we discover that it is a combination of realism and imagination. With some degree of accuracy he sees what is in front of his eyes to be seen. He is able to take these particulars of experience and, in his mind's eye, locate them in a frame of reference, see them in relationship to something larger than themselves. It is thus that he is able to determine not only whether a certain chair is comfortable and has good lines but whether it would belong in his living room. Thus he decides not only whether a remark he is about to make would be true but whether it has any right place in a conversation with a casual stranger.

To sum up the matter, the person who seems to know by a kind of sixth sense *what is called for* is one who has kept mentally and emotionally in touch with his environment. He has not retreated from it into a world of fantasy and ego-enlarging daydreams. He has not, in any habitual fashion, withdrawn his attention from what lies around him to concentrate it anxiously upon himself. This is why we can say in general that accurate responsiveness to people and events is a sign of emotional health. It signifies that the person is living in the world into which he was born, not in some substitute world he has compounded for himself out of his own fear, resentment, hostility, self-pity, self-deception, and hunger for importance.

In many cases, of course, we can say that a person's capacity to make wise and suitable choices depends on the knowledge he has in one field or another. The trained interior decorator, for example, will make fewer mistakes in his choices of fabrics and colors than will the untrained layman.

When it comes to the all-over pattern of life, however, we see that wisdom and happiness cannot be guaranteed by simply adding one kind of knowledge after another. The responses we make, day in and day out, to people and events around us have an *emotional* base, not merely a base in knowledge. They express in countless different ways what we deeply feel about ourselves and others and life in general.

The person whom we speak of as a disturbed personality is one whose relationships are chronically out of order because his determining emotions are out of order.

Feelings That Fit

What can it mean to say that emotions are out of order? Briefly, it means that they are experienced *without reference to any suitable stimulus.* What the person feels is determined, we might say, by events that take place only on the private landscape of his mind, not in the actual world. What he does, therefore, when he acts out his feelings, may be grossly out of place in the environment he shares with other people—and may, by their very unsuitability, induce friction, tension, and misery.

Psychiatrists speak of *over*reactions and *under*reactions. The person, for example, who flies off the handle at the slightest affront is overreacting. His emotion is too big for its cause. Similarly the person who feels like an abysmal failure because he has suffered a minor setback in his work is overreacting. The person, on the other hand, who never seems able to care much about anything is underreacting.

Life, in many of its aspects, calls for feeling. It calls for the output of sympathy, amusement, affection, tenderness, and sometimes of fear and anger. Not to feel enough is to be remote from reality just as truly as to feel too much. Emotional health is, among other things, a condition of emotional responsiveness, of translating an awareness of life into a suitable feeling about life.

Some Get Along Some Don't—

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Why?

Yes, indeed—why? This is one of the most important questions we can ask, because the ability to get along with others is one of the greatest lessons a child can learn.

Amy Hostler

This is the second article in the 1954–55 study program on the preschool child.

SOME CHILDREN usually get along well with other children and, generally speaking, work their way out of whatever spot they find themselves in. Some do not. "Why?" asks the puzzled parent. "Which child really gets along best? The one who is directed in all his actions? Or the one who is left to make all decisions from an early age—what he shall eat, wear, play; when he shall sleep and where; how he shall do whatever he does? What about urging and coaxing? Shall we reward or punish?" The questions can go on endlessly, for every parent wants his child to feel comfortable about himself as a person and about his relations with other people.

There are, of course, no established, specific rules of guidance that we can use with all children, no magic formulas that can be counted on to assure the best personality adjustment. On the other hand, research studies on child development have provided us with a wealth of dependable information about how growth takes place.

Such knowledge has fortunately given the parents of preschool children today a keener insight into children's interests and behavior. At the same time, interestingly enough, it has highlighted the parent's role in dealing with the many day-by-day problems of bringing up children. Even the most relaxed, well-adjusted, and informed parent may meet the same problems as does the tense, disturbed, and uninformed one. But he or she may deal with them in quite different ways, and that difference seems to be a decisive factor.

As intelligent mothers and fathers and teachers our goal must be to help each child to happy, productive human relationships and achievements. While we strive toward this goal we hope also to develop in each child a sense of values that will serve him as

worthy guides in living and build a sturdy self-confidence.

Again, how do parents go about this job? Are there any clues? If we study the behavior of any preschool child we can discover those influences in his life that have the most important meaning for him. His every action is governed by his own make-up, by the adults in his life (particularly his parents and teachers), and by the environment—home and community—of which he is a part.

From Feeling to Action

This means that we must really observe our children in many situations if we are to understand how to help them cope with their feelings and desires. Unlike the average adult, the preschool child does not try to camouflage his reactions. He meets emergencies directly and in the ways he has found to be most effective.

Recently a young mother led her three-year-old son into a shoe store where I was being fitted. This child disliked new shoes and began to scream as soon as the door shut behind him. The mother finally picked him up and carried him out. As she was leaving she said, "He does this in every store where he thinks he's getting new clothes."

Hitting, biting, screaming—whatever the immediate reaction of the child—we know he has not reasoned about it. He feels, and he acts.

Sometimes when he acts as he feels we are pleased, but at other times his behavior distresses us. This is particularly true in the child's early days at school. Then the youngster has to make many new adjustments because he is expected to fit into a pattern of group living quite different from his life at home. It is at this time that parents realize that some children get along, and some don't. And they may be either concerned because their children do not quickly shift to the accepted ways or pleased because they do. Which ones do get along and which don't depends largely on the child's own stage of development, on his feelings about himself, his assurance of a well-loved place in his family, and the amount of self-assurance and self-esteem he has been able to acquire.

What type of guidance and what experiences are most likely to give children self-assurance? Viewing the behavior of some young children may give us a few hints. We see two-year-old Susan and two-year-old Larry sitting happily in the sandbox. Suddenly Larry takes Susan's pail. She turns and bites his arm, then seems utterly unconcerned when he starts to cry. Is Susan naughty? Is she insensitive, cruel?

Jerry, who is five, has built a tall, tall building with his blocks. Tommy knocks it down and runs away. What does Jerry do? He may cry; he may strike out at Tommy. He may even try to reason with him. Why can't we tell in advance what Jerry will do as a normal, healthy child? What experiences may he have had that might account for the way he acts when faced with frustration?

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If we have seen enough two-year-olds we know that Susan is very realistically trying to understand the part of her world which at the moment consists of her pail and Larry. At age two she has not learned that he has wishes and feelings too. She only knows that she is Susan and she is interested in the world about her. What she can reach and hold belongs to her. Objecting to losing what is hers is healthy. But when Susan is five, she—like Jerry—may not act in the same clear-cut way because then she will have achieved more understanding of others. She may hit in self-defense, but even then we may wonder what prevents her from trying to use reasoning instead.

If we are to offer understanding guidance to our children we must know what to expect at each age. To the two-year-old the world revolves around himself, and it is a world that is to be touched and squeezed, heard, even tasted. When he's three he expects to be with others, not yet to share with them but to be aware of them. His curiosity is boundless, and he grows more and more able to accept what goes on about him. But when he is four and five he really tries to understand. He is able to feel for others. As his language becomes more effective, he changes from a four-year-old teaser into a more reasoning child.

Adults in the Preschool World

Three grownups sat on a park bench and watched young Mattie rounding the corner of the playground at high speed. Down the stretch she ran, a cowgirl on the range. Johnny could not get out of her way fast enough, and down he went. He screamed. Mattie picked herself up and ran on. There were varied reactions from the onlookers.

"If my daughter were that rough I'd certainly scold her or give her a spanking."

"Wouldn't you think her mother could teach her to be more careful? What is to become of this generation?"

"Oh, come now. She was only being a real cowgirl. She was so absorbed in her play she didn't even know what happened."

These three adults reacted to the same incident in three different ways. One blamed the child's parents. The second implied verbal or even physical punishment. The third showed not only an understanding of children but a knowledge that *there are reasons for their behavior.*

There are reasons for grownups' behavior too. Each one is the sum total of his own life experiences. He tends to react to children according to his personality and temperament. The person who was bullied by an older brother or sister or put upon by a younger one may have gained the necessary support by striking back, by giving in, or by a general feeling of hostility and inadequacy. As a grownup he will view the actions of a seemingly aggressive child very differently from one who in childhood had been more self-sufficient and more protected.

A word of caution seems appropriate at this point. No one, even grownups, can expect to be perfect. Both adults and children seek to grow in self-knowledge and responsibility. The person who is usually accepting, supporting, and understanding with children may, under stress, depart from what is sound guidance. A good example of this is the adult who takes some form of child behavior as a personal affront and gets very angry. But as long as these departures from truly mature guidance are the exception rather than the rule, both the child and the grownup can accept and understand them.

Standards—Flexible and Fair

We need to give our children standards that are adjusted to their growing abilities. And we need to set definite limits, for these provide a framework of security that will permit a child to rely on others. If we set standards that are too high, however, or standards that are inconsistent, we leave the child in doubt. And if we avoid setting up any established framework he will be confused and wonder if anyone cares.

Knowing this, parents can be comfortable in saying "No" when the occasion demands. This does not mean being a constantly negative, "don't" kind of person. Children need adults around them who are able to make decisions, set up fair rules, and yet enjoy the rich variety of living with others of different ages. They need parents who recognize that certain types of experiences and activities are essential to growth. This realization alone will help many a parent to accept the usual healthy behavior of the preschool child.

That child wants to run and jump and feel the power of discovering the world about him. His horizons are continually widening, and he is eagerly seeking the answers to countless questions. So he needs experiences with a variety of things to hear, see, and handle. He needs opportunities to laugh, to talk, to sing, and to dance. He needs children around him, just as he needs adults, so that he can learn to live happily with others. He needs to be successful in his experiences, for thus he achieves a feeling of self-assurance and self-esteem.

Yet growth is never steady and regular; there is an unevenness in it. Therefore when we say "Some get along, and some don't" we should qualify the statement. It is a question of degree.

One youngster who is unusually mature mentally becomes easily upset. Another is steady, even tempered, and able to cope with frustrations but slow in learning to dress himself or to use certain types of toys. A third excels in physical skills at an early age but has little interest in books or stories and is slow in speech development.

Regardless of these growth differences we adults will put one goal first and foremost: to help the child develop within himself a feeling of his own worth, and accept—as best he can at his age—his own strengths and weaknesses. If we accomplish that twofold task, this child of ours will have taken two big steps toward self-understanding and adjustment in his world.

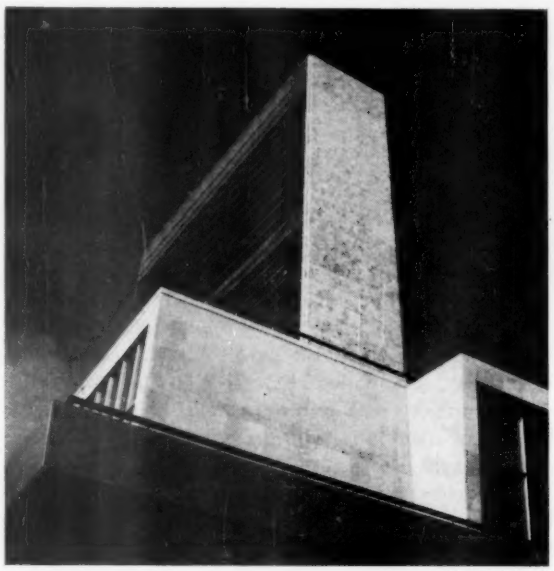
Your child may be the one who gets along easily. But if he isn't and you plan to help him, remember, it is not the plan that counts as much as the feeling behind it. Keep your focus clear, centered on the healthy development of the child. Observe him, and make a sincere effort to meet his needs. Then when questions arise, like the one asked in the title of this article, the chances are ten to one we will find that the answers are in our own hands, heads, and hearts.

Amy Hostler, well-known nursery educator, began her career at Western Reserve University, where she served as director of the nursery school. Among her varied professional experiences has been intensive work on the problems of nursery education in Puerto Rico. Miss Hostler is now president of the Mills College of Education in New York City.

MORAL POWER FOR PEACE

Benjamin A. Cohen

Assistant Secretary-General of the United Nations



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WE IN the United Nations know that the most important task which lies ahead for all who believe peace can be built and kept is a task of education. It is education in the broadest sense of the term—in the family, the school, the community, and the world.

We are prone to look on our world almost exclusively from our own individual, national, or cultural viewpoint. In days gone by that was a sound approach. Then continents seemed remote from each other; geographical barriers hindered communication among even neighboring peoples; and the lack of a common approach to problems made for wide diversity. But in the very small planet we are living on now there is no corner that we cannot reach by jet plane in less than twenty-four hours. The voice of a speaker can go halfway around the world in less than two thirds of a second.

In the new world that we hope to build, a world where the human race can dwell in peace, we want to maintain certain traditional values that we have developed, each in our own way and in our own cultural background. But we have to go beyond this if we are to bring the human race into that single brotherhood which is essential to peace.

Science To Serve Men

We are living in a world of vast differences. While you and I sit at our dinner tables hundreds of millions of our fellow human beings are going hungry. They have known hunger for centuries. Yet today new hope is rising, hope that days and nights of starvation are at an end.

A great majority of the human race has learned that there is no such thing as a preordained social, political, or economic system. They have learned that no system can be imposed upon any group from which it cannot escape. They have learned that men need not be shackled to a destiny of ignorance and misery.

They know that through scientific research, through new techniques, and through newly roused forces long dormant in the spirit of man, ways have been found to cope with destitution, sickness, and ignorance. They know now that it lies within the power of human beings to bring this new knowledge to the service of all men.

From one end of the world to the other, people are awakening. You'll find them stirring in the vastness of remote Africa, in the cold wastes of northern Alaska, and in the tropics. All across the globe people are awakening to the realization that there is one human right which nobody can deny them: the right to cease existing on subhuman standards, the right to become fully human.

Millions of families are beset by problems that we in our part of the world have long forgotten. For they are faced with the struggle for immediate survival, with the stark need of securing the next meal for their children. They have still to get schools, hospitals, health services, and other social facilities that we consider an essential part of our life. These people are eager to do something about their problems. They want to pull themselves out of the sloughs of despond. Like the Puerto Ricans, they want to launch an Operation Bootstrap, improve their own living standards.

But Operation Bootstrap is frequently undertaken by men and women who do not have the intellectual or physical energy needed to move toward social justice, economic well-being, and political maturity. Men and women in these areas face tasks infinitely large, so large that sometimes it seems almost hopeless to make any move at all in search of a better future.

Today we have a much greater understanding of the plight of peoples who are prostrated and losing hope. This understanding has been built up by schools and adult education activities throughout the world. Because of it those in the richer parts of the world are able to make a collective gesture of good will, display a sense of brotherhood. Because of it those who have been endowed with a more pleasant life—a safer, securer, and more promising life—are able to work with those who are engaged in self-improvement.

Education To Inspire Men

Many of you are familiar with the Program of Fundamental Education, a plan for technical assistance launched by UNESCO in cooperation with the World Health Organization and the Food and Agriculture Organization. Under this plan several pilot centers have been set up. One of these is located in the Near East, another in Mexico, and another is opening soon in southeastern Asia. All these centers are in areas whose resources, human and natural, are far from fully used. To the centers come men and women who wish to become teachers of a new way of living. Here they find awaiting them the scientific knowledge and the technical processes that may make it possible for people in these less favored regions to live, not merely exist.

I have seldom seen people so devoted to an ideal as those who come out of these centers. They are infused with the warm feeling that the highest good in the world is to serve their fellow man, to help him build a life of political freedom and social and economic justice.

Rights To Free Mankind

The United Nations has no arms or police power to enforce its decisions. It cannot jail nations for violating the peace. But it does have one weapon that far outstrips the atom bomb, the hydrogen bomb, the cobalt bomb, or any of the engines of destruction that man may bring to the service of his nation. What is this potent weapon of the U.N.? A steadily growing sense of moral responsibility. People are expressing this moral awareness through their spokesmen, through their political organizations, and in their dealings with others. In our sadly peaceless world this tremendous power is already performing miracles. Let me give you a few examples.

You all know how difficult it is for the citizens of one nation to agree on human rights or civil rights or whatever you wish to call them. Think how much greater are the difficulties when widely differing nations try to reach an agreement on them! Yet the nations of the West have a great deal in common. We share a central pattern of culture, a central religious heritage, a general attitude toward life. Because of our Judeo-Christian traditions and our common legal traditions we know that we are born with certain inalienable rights and that we can demand and exercise those rights.

In many other regions and continents across the world a similar awareness is springing up from new experiences with freedom, from new conquests in self-expression, from the revival of a particular cultural heritage. These regions need minimum standards to guide them. They need guidance, not a show of force and power. They need help, not the dictates of the best armed nation in the world. The guidance they seek is the consensus of moral opinion as to what ideals human beings should strive toward.

As you all know, the Universal Declaration of Human Rights was signed in Paris in 1948. There is no compulsion in this declaration. Unlike a treaty, a convention, or a protocol, it has no compulsory character. It has not been approved by a single parliament or ordered ratified by a single executive. Yet it has had a far deeper influence on the legal thinking of nations and the moral behavior of individuals than any other national or international document since the Magna Charta, the Declaration of Independence of the United States, or the Declaration of

Not by destructive, violent force but by a steadily growing moral power can we build the abiding peace among nations that men have sought for centuries. This is the core of the message by an eminent U.N. official. This is the belief that is the heart of the U.N. itself. On United Nations Day, October 24, every P.T.A. member will wish to examine anew his own moral obligations to all who seek peace and freedom throughout the world.

the Rights of Man and of the Citizen drawn up in France. Why has this declaration had such a tremendous influence? Why has it been consulted by men writing constitutions for newly independent nations or newly reborn nations? By men drafting bills of rights? By men writing basic laws?

Why? Because moral consciousness is stirring in the world today. Because an awareness of right and wrong is sweeping over men and moving them. Because this moral sense is growing through education, through insistence that moral values catch up with material progress. It is these moral impulses that are transforming a mere declaration, a mere statement of goals to be achieved, into a document that is having a direct influence on the lives of everyone.

How much this sense of moral responsibility has grown since the founding of the United Nations! When aggression took place in Korea, so strong was the urge for peace and understanding that the Security Council issued no order to any nation to go to the aid of the victims. A mere request for assistance brought men and women from seventeen countries, with the United States playing a significant and decisive part. They went to the peninsula of Korea to lay down their lives. In defense of what? Not of national interest. Not of a strategic advantage, but in defense of an honored principle—that no nation, like no individual, has the right to take justice into its own hands or to solve differences of opinion by resorting to violence.

A Plea and a Prayer

This sense of moral obligation is developed in the younger generation in the home, and it grows into fulfillment when young people join in the life of the community. You of the P.T.A. already have a strong social consciousness. By making your own schools, your own homes, and your own communities more deeply conscious of the tremendous power that lies in moral responsibility you will help to bring about the same awareness throughout the entire nation.

If we hope to live and build together for a better world, we have to start with the creation of spiritual values that have been long absent from thought and action in the political field. And we have to build these values not only by preaching them but also by setting an example in our own lives and by realizing our obligation to other nations, other peoples.

I am sure that when I call upon all of you to help the United Nations build this tremendous spiritual force needed to keep the world from bursting into flames, I am speaking not only for the United Nations. I am also voicing the fervent longing, the intimate prayer of all peoples under all skies.

This article is taken from an address given by Mr. Cohen at the 1954 convention of the National Congress of Parents and Teachers.

A GUIDE FOR DISCUSSION

Based on "Moral Power for Peace"

Pertinent Points

1. What part have science and industry played in the new awakening Benjamin Cohen describes? What part has education played? What are some of the areas on various continents where this awakening is leading peoples to seek a better way of life? Cite examples in your own community. How is your P.T.A. meeting this challenge?

2. Benjamin Cohen asserts that hope and desire alone are not enough to build a new and better way of life for a nation. What other resources must also be on hand? How can nations help neighbors who are striving for better living standards? What suggestions does our Action Program offer?

3. What is the purpose of the Program of Fundamental Education? Which U.N. agencies are working together on this program? How do the teachers who come to these centers use the knowledge and skills they gain? One aim of this program is to help people help themselves. What are the advantages of this kind of assistance?

4. Get copies of the Universal Declaration of Human Rights for your members. Your librarian may be able to supply you, or you may obtain them from the United Nations Headquarters, United Nations, New York. What rights does the Declaration set forth? How are these rights enforced? What influence has this document, not quite six years old, already had? Reread the Bill of Rights set forth in our own Constitution and discuss the rights it guarantees. How are these related to our Action Program?

Program Suggestions

October 24 is United Nations Day. In a recent proclamation President Eisenhower urged American citizens across the land to join in observing this ninth anniversary of the founding of the U.N.

Two of your members might work with two high school students to prepare a quiz on the U.N.—its founding, its structure, the work of its agencies, its prominent officials, and issues it is now considering. Use the questions in a "quiz down."

Arrange a symposium to discuss the work of WHO, UNICEF, and UNESCO—all U.N. agencies with which the National Congress of Parents and Teachers cooperates.

Under the UNESCO Program of Fundamental Education, pilot centers have been set up in Patzcuaro, Mexico; Marbial Valley, Haiti; and Sirs-el-Layan, Egypt. Have a committee report on achievements at these centers.

Show a film on the U.N., followed by discussion. For a catalogue of appropriate films consult your local librarian or write the Film Distribution Unit, United Nations, N. Y.

Suppose several groups in your community are bringing before the school board their opposition to teaching about the U.N. in the public schools. Your P.T.A. has voted to send a delegation to the board meeting to support the study of the U.N. in the schools. Try role-playing the board meeting attended by these various groups.

You might present a dramatic skit on the work and purposes of the U.N. or the significance of the Universal Declaration of Human Rights. The script *To Live in Faith* is available from the United Nations. If you wish suggestions for community observance of United Nations Day, write for the U.N. Day packet from the U.S. Committee for United Nations Day, 816 Twenty-first Street, N.W., Washington 6, D. C.

BOOKS IN REVIEW

How To Help Your Child in School. By *Mary* and *Lawrence K. Frank.* New York: New American Library of World Literature, 1954. 35 cents.

Parents will welcome the news that this popular guide is now available in a pocket edition. In 1950 when the book first made its appearance, we wrote of it in the *National Parent-Teacher:*

"In this wise and enjoyable book, the Franks, themselves parents of six children, tell all about what goes on in nursery school, kindergarten, and the grades step by step to junior high. They say something enlightening about almost everything you have ever wanted to talk over with someone who really understands about children and education—such things as the three R's, the comics, TV, report cards, discipline, and the many aspects of work and play. If one page doesn't have the clue to an immediate school problem in your family, another is almost bound to have it. By describing the way normal children grow and learn, the Franks help parents to understand what to expect of both child and school and where they themselves fit in."

Four years—and many thousands of readers—later we recommend this book just as enthusiastically. At the new low price every parent can afford a copy. In fact, no parent can afford to be without one.

Workshops for the World. *By Graham Beckel.* New York: Abelard-Schuman, 1954. $4 00.

The United Nations is for many a symbol of man's search for peace. How does the United Nations serve peace? One answer comes to mind immediately: by handling crises that threaten to flare up into wars.

But the U.N. is more than an instrument for meeting crisis without force. Part of its task is far removed from crisis and conflict. Part of its task is peacemaking of another kind, peacemaking in the sense of creating conditions that make for peace. This is a long-term job. It calls for an unglamorous battle against disease, hunger, and ignorance and a pooling of wills and skills so that the world's work can go on smoothly.

These tasks of peacemaking are the province of the U.N. agencies, whose story a high school history teacher tells here. Today there are ten of these agencies. One, the International Refugee Organization, was disbanded in 1952.

The story of the U.N. agencies told here is warm and human. We see what they mean to people—to farmers in Haiti, to pilots spanning the seas, to malaria victims of India, to boatmen on the Rhine, to dwellers in Mexican villages around Lake Patzcuaro, to men and women in the path of a hurricane, to a Latvian family in a displaced persons' camp.

The author has listed the nations belonging to each of these agencies, and these membership rosters add up to a heartening bit of history. Never before have so many nations banded together to address their initiative to the kind of peacemaking practiced in U.N. agencies. As more nations give more of their energies to these tasks, as more problems are brought to the workshops of the world instead of to the battlefields, people all over the globe may look forward with growing hope to a world without war or threat of war.

This book adds notably to an understanding of the peacemaking enterprise as it is carried out by U.N. agencies. Both the enterprise and the book deserve the thoughtful attention of all Americans.

come to the fair—the book fair! This welcome is going out to boys and girls in many cities this fall in observance of Book Week, November 14–20. And if the experience of past years is any guide, junior book lovers will throng to these events on the hunt for exciting new finds. Like seasoned veterans all the young patrons will cluster around displays, exclaim at attractive jackets, and leaf through the choice and varied offerings.

Many of these children's fairs are held during Book Week. In some cities, though, book lovers rush the season, scheduling their fairs as early as October, and in a few places book enthusiasts push the once-a-year celebration past November 20. All of which is to say, perhaps, that the love of good books knows no times or seasons.

If you live in or near Little Rock, Washington, D. C., San Antonio, Cleveland, or Chicago, urge your youngsters to attend the book events that are becoming traditional in these communities. Each fair features special daily programs for children. And if you can join the fair-goers, by all means take advantage of this chance to look at the best in children's books, old and new.

"Let's Read" is the slogan for the thirty-sixth annual observance of Book Week. The Children's Book Council, 50 West Fifty-third Street, New York 19, New York, has innumerable aids to help you celebrate the event throughout your community. There are colorful posters, streamers, and bookmarks. There are phonograph records (including one by our own national chairman of Reading and Library Service, Ruth Gagliardo). There are plays and films and, above all, there's an excellent pamphlet called *The World of Children's Books* ($1.50) that will tell you all you need to know about planning and running a book fair.

Parents Meet the Critics and

Thoughtful parents want the finest possible schools for their children. There is little disagreement on that score. The question naturally follows: What does a fine school offer? Four well-known Americans—two critics and two defenders—holding sharply differing views on this question were invited to present their ideas at the 1954 convention of the National Education Association. The *National Parent-Teacher* is publishing the substance of their addresses, which were given at the section meeting sponsored by the Joint Committee of the N.E.A. and the National Congress of Parents and Teachers. We are leading off the debate this month with the talks of Arthur E. Bestor and Arthur F. Corey on Dr. Bestor's highly controversial book, *Educational Wastelands. Next month we shall present a similar give-and-take on Albert Lynd's much discussed *Quackery in the Public Schools.***

The Retreat from Learning

ARTHUR E. BESTOR, *Professor of History, University of Illinois*

WHAT I am about to say is offered as a confession of faith both in education and in democracy. More particularly I wish to assert my profound belief in the complete and perfect compatibility of the two. If my remarks are to be interpreted as an attack, that attack is directed simply against one insidious argument—that schools and colleges, to be democratic, must lower their intellectual standards, abandon the ideal of disciplined intellectual training for all students, and substitute in its place some vaguely defined activities purporting to advance "life adjustment."

Nothing I have said in previous writings and nothing I shall say here can be taken as a criticism of those educators who have remained faithful to the ideal of the school as a place of thorough, systematic, and disciplined intellectual training. Hundreds of thousands of the best of our classroom teachers are carrying out their tasks under the inspiration of this ideal. Thousands of school administrators are maintaining in their communities public schools of high intellectual purpose and sound academic standards. Scores, perhaps hundreds, of professors of education are laboring to implant a respect for scholarship and science in the minds of future teachers committed to their charge. To these men and women the nation is forever indebted. My earnest desire is to strengthen and encourage them and to mobilize support for them in their effort to halt the retreat from learning in our public schools.

What I mean by a retreat from learning is illustrated in a statement made in all seriousness before a conference group, by a supposedly responsible junior high school principal:

> Through the years we've built a sort of halo around reading, writing, and arithmetic. We've said that they were for everybody . . . rich and poor, brilliant and not-so-mentally endowed, the ones who liked them and those who failed to go for them . . . .
>
> "The Three R's for All Children, and All Children for the Three R's!" That was it. We've made some progress in getting rid of that slogan. . . . When we come to the realization that not every child has to read, figure, write, and spell, . . . then we shall be on the road to improving the junior high curriculum.
>
> Between this day and that, a lot of selling must take place. But it's coming. We shall some day accept the thought that it is just as illogical to assume that every boy must be able to read as it is that each one must be able to perform on a violin. . . .
>
> When adults finally realize that fact, everyone will be happier, . . . and schools will be nicer places in which to live. . . .
>
> If and when we are able to convince a few folks that mastery of reading, writing, and arithmetic is not the one road leading to happy, successful living, the next step is to cut down the amount of time and attention devoted to these areas in junior high school courses.

This is a single statement, of course, but it is not an isolated or unimportant utterance. These words were the heart of a formal paper read at a meeting of the National Association of Secondary-School Principals. They were published in the Association's official *Bulletin*. The author, moreover, has never suffered the slightest loss of professional standing as a consequence of his brave new doctrine but has apparently made his academic fortune because of it. Can any serious observer mistake the direction of the prevailing winds in the land of the professional "educationists"?

The direction in which we are moving is the all-

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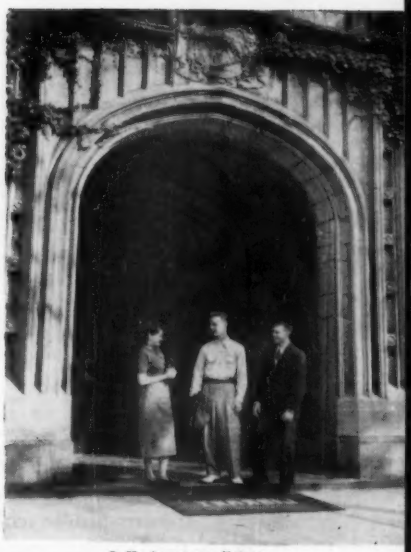
* Published in 1953 by the University of Illinois Press.

Defenders of the Public Schools



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Dr. Bestor's Wastelands

ARTHUR F. COREY, *Executive Secretary, California Teachers Association*

THE TITLE of my rejoinder has been thoughtfully taken. *Bestor's* is written with an apostrophe before the *s;* it is possessive. For many of the real weaknesses of secondary education that Dr. Bestor has identified in his book—*Educational Wastelands: The Retreat from Learning in the Public Schools*—are the result of the persistence of his theories in American high schools.

Some people have seen much good in this book. To be sure, there are many statements which, standing alone and out of context, seem undeniably sound. As a conservative he develops in a single area a rather admirable philosophy of education. Yet it should be noted that the critics have almost universally called this an angry and emotional book. When a conservative becomes angry and emotional, he becomes a reactionary. The fact that Dr. Bestor is a competent historian and yet quite unfamiliar with modern psychology and child development emphasizes that a person can attain intellectual competence in one area of human experience without qualifying as a dispenser of intellectual manna in all areas. The casual reader, disarmed by academic respectability and a very sensible approach, is tempted to accept old and popular prejudices as the simple answer to a problem that is not simple at all.

In my opinion this book will do no good. Possibly it may do much harm because it poses as an appeal to the intellect, though it actually appeals to the emotions and plays upon the prejudices of its readers. When a person puts heavy emphasis on the past, he tends to assume that new problems may best be solved by time-tested methods and to resist any suggestion that new problems require new answers. Before outlining the basic ideas before us, we should recognize that the problem of providing mass secondary education for virtually all the people in a free society has no precedent in history. It is a new problem, and it will require new answers.

Yet we have no new answers in this book. It is based on certain assumptions, on three fundamental principles. If these are false, then Dr. Bestor's whole argument is false.

The first principle, stated simply, is that the only defensible purpose of education is the development of intellectual discipline. Nowhere is *intellectual* defined except in terms of the ability to think. Over and over again the author says, "The di plined mind is what education at every level should attempt to produce."

The second of the three principles is that subject matter should not be selected because of its usefulness as such but because of its effectiveness in training the mind. Each of the basic disciplines that should make up the common curriculum represents a distinct type of thinking in which all students need facility. It would appear that these special types of thinking are fostered by science, mathematics, English, foreign languages, and history.

As a third principle, Dr. Bestor believes that since these five specific disciplines are so much more important than others, they should be prosecuted "rigorously" by all students in the secondary schools. High standards of achievement should be maintained without too much worry about the students who cannot keep up the pace and drop out of school. How many of our present student population would

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The Retreat from Learning

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important question. That question may be put like this: Are our public schools giving greater emphasis to the fundamental intellectual disciplines, organized as they are in the mature world of science and learning, or is the tendency toward a lessened emphasis upon these disciplines in the school program as a whole and a diminished belief in the importance of presenting them in systematic form to all students? My own experience as a teacher and my own reading of the most publicized curriculum proposals of professional educationists convince me that the latter is the direction in which we have been moving for a quarter of a century at the very least.

This question of *direction*, let me repeat, is the crucial one. An anti-intellectual philosophy is not rendered harmless and immune to criticism merely because it has not yet been brought into full force. When teachers and administrators are being indoctrinated in such a philosophy, as vast numbers of them are, it is only a question of time until the devastating effects become apparent throughout the school system as a whole—not in scattered instances as, thank heaven, is the case at present.

Is the New Direction Democratic?

The sentimental language in which these new curriculum proposals are clothed should not mislead the public into supposing that their direction is toward democracy in education. On the contrary, they constitute a concealed but nonetheless complete repudiation of intellectual and educational democracy. They throw down the "single educational ladder" that we have tried to construct, and they substitute for it the ancient, antidemocratic program of offering intellectual training to a select few and mere "life adjustment" to the many. These proposals revive the doctrine that the founders of our public school system rejected—the idea that "this or that man should have an extensive education; but that another, who occupies a lower place in society, needs only a narrow one; that the governor of a state requires a thorough education, while the humble mechanic has need only to study his last and his leather."

I am not minimizing the difficulty of giving all the children of all the people the intellectual and cultural background that in the past belonged only to those brought up in surroundings of wealth, leisure, and privilege. I am simply asserting that to do this was precisely the task which our democratic educational system was created to perform. Educationists are on the right track when they seek to develop more effective ways of teaching recognized intellectual disciplines to students whose home background is limited and whose speed of learning is slow. But when, instead of attempting to solve these problems, educationists undertake to tamper with the fundamental curriculum and to foster new programs in which sound learning is replaced by trivia connected with the "felt needs" of children, then they are betraying both education and democracy.

The Five Fundamentals

Certain intellectual disciplines are fundamental in education because they are fundamental in mature contemporary life. Reading, writing, and arithmetic are indispensable studies in the elementary school because no intellectual life worthy of the name is possible without these particular skills. Science, mathematics, history, English, and foreign languages are essentials of the high school curriculum because our intellectual life has been built upon a foundation of these particular disciplines.

It is not tradition, as is sometimes falsely alleged, but a realistic appraisal of the modern world, that points out such disciplines as fundamental. They did not achieve their position in the curriculum in the long distant past. They achieved it as a result of the most searching, critical, realistic, and responsible reexamination of the curriculum that has ever taken place in human history—a reexamination that occupied most of the nineteenth century. The result was a curriculum that was thoughtfully attuned to the needs of modern life and also flexible enough to take care of future changes. The idea that the twentieth century should carry out an even more extensive and rapid series of curriculum revisions is a fallacy that reflects a complete misreading of the educational history of modern times.

The vast alteration of the curriculum that occurred in the nineteenth century was not primarily a response to the changes in intellectual life that occurred within that century. It was an adjustment to intellectual and social developments that had been in process for several centuries. The schools were catching up with the scientific advances of the nineteenth century, of course; but more important was the fact that they were catching up with the scientific revolu-

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be expected to meet the arbitrary standard is not mentioned. We may conclude that the standard would be relatively high, since it is assumed that it should be set by the professional members of the fields involved. This theory assumes that the secondary education which best fits a student for college is also the best education for those who never go to college or never finish high school.

In summary, I would express Dr. Bestor's three principles in the following terms:

1. The principle of the disembodied mind.
2. The principle of the mind turned upon itself.
3. The principle of intellectual selection.

Now let us look critically at each of these in turn, starting with the principle of the disembodied mind.

What Is the End of Learning?

None of us wishes to be anti-intellectual, but when we are confronted with the sweeping assertion that education is "nothing but" the training of the mind, we rebel. Educators are not against intellectualism. They merely believe that education should make people wise as well as "smart." It is how the individual behaves that is important in the long run, and the way he behaves is brought about by a strange combination of thought, feeling, and attitude.

In this book group thinking is completely ignored; nowhere is any attention given to the importance of cooperative thinking in a free society. Yet life puts a high premium upon the ability of the individual to get along with other people.

The fallacy in the second principle, that of the mind turned on itself instead of being directed to useful goals, is aptly illustrated in Francis Bacon's comment on the Scholastics of the Middle Ages: "For the wit and mind of men, . . . if it work upon itself as the spider worketh its web, then it is indeed endless and brings forth cobwebs of learning, admirable for the fineness of thread and work but of no substance or profit."

This principle encourages us to believe that in secondary school education the end is in the process, not the product. It is almost as if the end of learning was learning itself, so that the mind can increase its capacity for more learning until, in some far-off day, it may be ready to accomplish useful ends. Modern psychology, on the other hand, teaches that the learning process should take place as the mind works on some useful task. Accomplishing that task gives a learner the facility for tackling ever more difficult tasks. Both process and product are important.

Problem solving is not restricted to the "learned world" but is a part of life, from birth forward. Here again, though Dr. Bestor comes out with a sound basic curriculum (with the exception of his insistence on foreign language), his reasons for it are questionable. At least four of his five basic disciplines can be

Dr. Bestor's Wastelands

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defended—but not because there is evidence that each is essential for disciplining a specific kind of thinking. There is no such evidence. These disciplines are sound because they are effective for disciplining the mind and because *at the same time* they produce useful habits, skills, and knowledge. Subject matter, to be acceptable, should serve both the process and the product of learning.

The principle of educational selection is also based on the "nothing but" attitude. The high school should certainly do everything possible to select those young people who can continue their education in college and university and to prepare this group well. But if we agree that this is the best program for every other student, we are assuming that equality of educational opportunity is achieved by treating all children exactly alike.

Facts must be faced. Economic and social pressures are forcing American youth to remain in high school. They will not be stopped by wishful thinking. At any given age they vary in their ability to pursue any kind of intellectual activity as much as they do in physical height or weight. Probably not more than 30 per cent of the present secondary school population is able to achieve the kind of rigorous intellectual discipline Dr. Bestor demands. Who is he to say that the rest should be dropped? And where can they go?

High Schools Haven't Changed Enough

The program of the average high school in America is still much like the program Dr. Bestor recommends. He asks us to go back to something we have never really left. He has, by believing what he wants to believe, built up a dreamer's picture of what American high schools are like. The curriculum in American high schools is composed of the subjects Dr. Bestor advocates, and they are still taught with more emphasis on mental discipline than on practical life situations. The most potent incentive in high school is still the grade received—a grade that usually signifies how much a student has achieved in competition with the group. Those who can't make high enough grades are failed, but they are not sent home.

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tion that began at least two hundred years earlier. In their acceptance of modern languages, literature, and history, they were not so much bringing the nineteenth century into the classroom as taking belated account of the growth of national cultures that had been gathering strength for many centuries.

Our own generation, then, started off with a curriculum that had been brought completely up to date, that had been tested by experience and controversy, and that had won the thoughtful approval of the public.

It is difficult to believe that any intelligent man, realistically examining the world of the mid-twentieth century, could deny the relevance to modern life of the five great disciplines that leaders of modern intellectual life had agreed, and still agree, are fundamental. *Science* is one of mankind's central interests today, even more than in the last century. *Mathematics* underlies not only science but an increasing host of other activities. *History* is a discipline that has particular importance in a rapidly changing world, for the nature of change is one of history's paramount concerns. A command of his own *language and literature* is one of the indisputable marks of the educated man. And among nations that must either hang together or most assuredly hang separately, a knowledge of one another's *languages* is clearly essential to intelligent, effective citizenship.

The Penalty Is Mediocrity

If we make these things indisputably central in the public school program of every child, then we are doing our duty as educators. If we are deëmphasizing these things (as the statistics of high school enrollment by subject show that we are), then we are failing in our duty. If we are allowing these fundamentals to be pushed aside, so that the schools can render a multitude of social services to the community, then we may perhaps be angels of mercy but we have ceased to be angels of light. We may make schools "nicer places in which to live," but we are dooming our children and our nation to intellectual mediocrity.

Mediocrity is not an essential characteristic of democratic education. Those who assert that public opinion will not support rigorous intellectual discipline and high cultural purposes in the public schools are libeling the American people. They have often been obliged to accept mediocrity, but they have never deliberately chosen it. Wherever it exists, we in the schools and colleges must bear the blame. Our duty has always been clear: to use the resources placed in our hands to raise, constantly and unmistakably, the intellectual level of American life and to prove that the schools of a democracy can be as sound and as enlightened and as rigorous in their learning as the schools of any nation on earth.

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We couldn't send them home, even if we wanted to.

Where are the schools that do not still give top honors and preferment to scholastic excellence? I know of none. Where are the schools that have adopted this "iniquitous" life adjustment education so abhorred by Dr. Bestor? I'd like to visit them. Where are the schools that have brought together related disciplines into a core curriculum? I know of a few, but only a few. The really important difference in the only aspect of education that Dr. Bestor discusses is that we have many more pupils than we used to have. Hence we have a much greater variation in their ability to do the kind of work most high schools are still trying to force them all to do.

The Nature of the Challenge

Even Dr. Bestor admits that American high schools have held their own intellectually during a period when their total population was increasing by twenty times. During the same period American life was being industrialized and urbanized. Any honest and informed observer must admit that this achievement is a phenomenal success story.

In the meantime Americans have agreed that they expect the secondary school to stress moral and spiritual values. They wish young people to learn through group activities the abilities essential to democratic civic life. They wish liberal attention given to the subjects that enrich living. They want the secondary school to protect its students' health. This order is immeasurably more difficult than that assigned to the secondary school by Dr. Bestor.

And the mandate will be met. It will not be done through standardization; it will be done through differentiation. A few schools are learning how to stimulate the gifted to far greater achievement than ever was possible under the traditional rigid standards and grading systems. Other schools will apply what the few are learning.

Some schools are finding that the eighteen-year-old with an intelligence quotient of 70 can achieve what the average child can achieve at thirteen, and they are giving these young people an opportunity to do so. They know that to attempt to make such students compete with the gifted is to deny both groups equality of opportunity.

A school program will be developed that will produce the degree of intellectual discipline which each student is qualified to attain and at the same time not neglect other equally important aspects of education. This challenge will be met because the great group of dedicated educators in America, teachers and administrators alike, are determined that it must be met, and our citizens wish it to be met. If more members of the "learned world" could leave their particular disciplines long enough to learn more about public education and about life, they could help us do it.

STUDY-DISCUSSION PROGRAMS

I. PRESCHOOL COURSE

Directed by Ruth Strang

"Some Get Along, Some Don't—Why?" (page 21)

Points for Study and Discussion

1. Have you noticed the differences in children's responses to people, almost from birth? There are laughing babies, crying babies, and those who seem to be thoughtfully considering whether they should make advances to people. Discuss how each of the following conditions might influence a young child's ability to get along well with people:

- Early feeding problems *or* very few feeding problems
- Being left alone most of the time *or* being held and played with when awake and ready for play
- Having to make all decisions from an early age *or* having a basic routine in accord with his own natural demands and rhythms
- Being protected from rough play and from other children who want to have their own way *or* being given opportunities to work out relations with other children within common-sense limits
- Having parents who are busy and troubled about so many things that they don't have time for their children *or* having parents who give each child their undivided attention at some definite time every day—a time that is "all his own" with them
- Having parents who step in to settle disputes between him and other children *or* parents who let him settle his own disputes, with just a little effective guidance

2. Five-year-old Stevie has become a great tease, and his teasing is often annoying to people. One day when his father telephoned, Stevie answered. "Where's your mother?" his father asked. "She's gone to the hospital. Had an accident. All bloody," Stevie told him. At this point, when his father was frantically asking for more information, Stevie's mother came in, took the phone, and hastened to reassure him.

How do you think Stevie got into this habit of teasing? Why does he continue it, even though he sometimes gets scolded or punished for it?

3. Jimmy, aged five, seems to be socially gifted in getting along with other children. Whenever he is in a group there is usually a minimum of quarreling and discontent. One day his mother thought she would observe what went on. She took her knitting and sat unobtrusively near the children. She noted that it was Jimmy whose suggestions most often solved a problem and made everyone feel successful and happy. For instance, when both Billy and Bobby wanted to be the engineer, Jimmy said, "I tell you what, Bobby. You be the conductor and blow the whistle." What could be a more delightful assignment for a five-year-old?

When Jimmy's mother told his father about her observations, he said, "Why, Claire, that's exactly what you do with people. You suggest a way out that pleases everyone." Recall some incidents from your experience in which a child has "caught" his parent's attitude or ways of behaving.

4. What are several of the explanations Amy Hostler gives of why some children get along well with their playmates and with adults and why others do not?

5. Discuss how the three grownups reacted when Mattie knocked Johnny down. What would have been your reaction? Which statement showed a knowledge that there are reasons for behavior?

6. When a child makes a practice of behaving in a certain way, why do adults react differently to that behavior at different times? Can you think of instances in which you yourself have done this?

7. Why do children need both standards and limits? What are some possible effects of standards that are too low? Standards that are too high? No definite limits? Reasonable limits that are firmly and consistently held?

Program Suggestions

- Members may form several small subgroups, each of which discusses a certain child, real or fictional, who gets along well or doesn't. (A real child's name should not be divulged.) One person will describe him. The others in the subgroup will ask for whatever further information they feel they need, then go on to talk about why the child gets along well or doesn't. Finally they will suggest what the parents might do to help assure this child's healthy development. One member of each subgroup should be appointed to report to the whole group the best ideas that emerge from the discussion.
- Some time in advance of the meeting, certain members may be asked to take responsibility for leading the discussion of each of the foregoing "Points for Study and Discussion"—or other questions suggested by the group. These leaders might form a little study group of their own to improve their discussion methods. They might, for example, review the series "New Hope for Audiences," which appeared in last year's issues of this magazine.
- If films are available, a program might be built around one of the five suggested on page 34. The leader should (1) introduce the film, (2) show the film, (3) encourage discussion of points that reenforce the article, and (4) hold a brief question-and-answer session on the subject matter of the film.
- Several parents might visit a nursery school, observe which children do and which do not get along with others, and note how a skilled teacher handles both kinds. After they have reported their observations to the group, perhaps the nursery school teacher could make a "surprise" appearance to answer questions and discuss the children more fully.
- If all members have done some reading on this topic, part of the meeting can be spent in hearing brief reports about the most important concrete ideas each has obtained from a certain article or book. This is a discussion-of-reading-done-outside type of program.

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Books:

Davis, W. Allison, and Havighurst, Robert J. *Father of the Man: How Your Child Gets His Personality.* Boston: Houghton Mifflin, 1947.

Midcentury White House Conference on Children and Youth. *A Healthy Personality for Every Child.* Raleigh, North Carolina: Health Publications Institute, 1951.

Strang, Ruth. *An Introduction to Child Study.* Third edition. New York: Macmillan, 1951. Pages 72–85, 100–109, 185–203, 208–12, 228–34, 253–64.

Pamphlets:

Hymes, James L., Jr. *Enjoy Your Child—Ages 1, 2, and 3.* Public Affairs Committee, 22 East Thirty-eighth Street, New York 16, New York. 25 cents.

Redl, Fritz. *Understanding Children's Behavior.* Bureau of Publications, Teachers College, Columbia University, New York 27, New York. 60 cents.

Ridenour, Nina, and Johnson, Isabel. *Some Special Problems of Children, Aged 2 to 5 Years.* New York Committee on Mental Hygiene, 105 East Twenty-second Street, New York 10, New York. 25 cents.

Articles in the *National Parent-Teacher*:

English, O. Spurgeon, M.D. "Troubled Parent, Troubled Child." April 1951, pages 4–6.

Ross, Helen. "Learning To Live with People." November 1949, pages 4–6.

Spock, Benjamin, M.D. "What We Know About the Development of Healthy Personalities." February 1951, pages 22–24, and March 1951, pages 17–19.

Films:

Children Growing Up with Others (23 minutes), British Information Services.

Early Social Behavior (11 minutes), Encyclopaedia Britannica Films.

Preface to a Life (28 minutes), United World Films.

Social Development (15 minutes), McGraw-Hill Text Films.

Your Children and You (31 minutes), British Information Services.

II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"Some Get Along, Some Don't—Why?" (page 4)

Points for Study and Discussion

1. Probably everyone has some times in his life—or some things he must do—in which he doesn't "get along" as well as he does in others. For example, one person may find it hard to meet new people. Another may so dislike to take his own part that he is continually being imposed upon. Still another may dread speaking up in meetings. Name some other things in which people you know find it hard to get along. Have you any clues as to why these things happen to be difficult?

2. Helen Ross tells of Amy, who was worried about beginning school, and Shirley, who was worried for fear she might have no one to care for her. How would you characterize Bobby and Joan in the same brief way?

3. In *Know Your Children in School* (see "References") there are descriptions of Allen, the disturber (pages 21–26); Christina, who never causes any trouble (pages 29–32); Lucile, who doesn't do her work (pages 66–70); and others. Read these and then discuss the various interpretations of why the children behave as they do.

4. The author uses certain recurring words in explaining what would prevent or minimize children's problems: *interest, patience, help, reassurance, loving.* In what ways do these attitudes and qualities help children like Amy, Shirley, and Bobby? Would you suggest other helps?

5. Helen Ross says that the belief that "personality can be modified" is essential. Why? For what purposes? What personalities discussed in the article were actually modified? How?

6. What effect does the author say brothers and sisters have on a child's ability to get along with others? Are they sometimes the cause of a child's social difficulties? Do you know of such cases?

7. In your community what specialized help is available for children who have real trouble getting along with others? A behavior or child guidance clinic? A school psychologist? Some other person or agency?

Program Suggestions

- There are several good films that show children who have special problems in trying to understand and get along with others. One of these might well serve as a discussion-starter:

  Fears of Children (30 minutes), International Film Bureau.

  Angry Boy (33 minutes), International Film Bureau.

  Social Development (15 minutes), McGraw-Hill Text Films.

- The first three books listed under "References" contain numerous illustrations of children who have difficulty adjusting to others and also of children who adjust well. To bring all members of the group into the discussion, ask each person to select one illustration, read it or tell about it, and add any interpretation or comment he wishes to make. As the description of each child is being read, the listeners should jot down a list of the child's "symptoms," or outward indications of trouble; of the causes of his behavior, as interpreted in the description; and of the ways parents and teachers try to help him.

- We hear a great deal today about crowded classrooms and their effects—large groups, regimentation, and so on. From the standpoint of good mental health, it might be worth while to discuss how effectively your school manages the problem of class size. (Try using Discussion 66—a technique described in the October 1953 *National Parent-Teacher*—if your group is large.)

- Plan a panel discussion on the resources available in the community for helping children who have problems of adjustment. A school psychologist, visiting teacher, counselor, member of a child guidance clinic or juvenile court, religious education leader, club or recreation group leader—any of these would be informative and helpful as panel members or resource persons.

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Langdon, Grace, and Stout, Irving W. *These Well-Adjusted Children.* New York: John Day, 1951.

Mitchell, Lucy Sprague, and others. *Know Your Children in School.* New York: Macmillan, 1954.

Nesbitt, Marion. *A Public School for Tomorrow.* New York: Harper, 1953. Chapter II.

Pamphlets:

Guiding Children In School and Out. Association for Childhood Education International, 1200 Fifteenth Street N.W., Washington, D. C. 50 cents.

Pratt, Dallas, M.D., and Neher, Jack. *Mental Health Is a Family affair.* Public Affairs Committee, 22 East Thirty-eighth Street, New York 16, New York. 25 cents.

Puner, Helen W. *Helping Brothers and Sisters Get Along.* Science Research Associates, 57 West Grand Avenue, Chicago, 10, Illinois. 40 cents.

Thorman, George. *Toward Mental Health.* Public Affairs Committee, address above. 25 cents.

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Mayo, Leonard W. "Using the Usable in Guiding Children." September 1952, pages 27–29.

Ross, Helen. "Learning To Live with People." November 1949, pages 4–6.

Washburn, Ruth W. "How the Environment Helps or Hinders." February 1953, pages 7–9.

III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"Frank Answers to Straight Questions" (page 12)

Points for Study and Discussion

1. Do you remember how your parents answered some of the sixty-four-dollar questions you asked them when you were growing up? Do you recall how you felt about their replies? Do the feelings you had then come surging back even as you think about them? Are these the experiences you want to repeat in your own children's lives? In what ways do you want to do things differently with your children than your parents did with you? In what respects are you trying to perpetuate the values you learned from your parents?

2. The author says that when a youngster does not get straight answers to questions about himself that worry him, he may develop morbid fears about the future or enter into "panicky experimentation" in a desperate attempt to find his own answers. Do you agree? Are you sometimes fearful lest frank answers will lead young people into even more experimentation by themselves? Or do you agree with those who say that when a young person's curiosity is satisfied with knowledge, and his fears allayed with reassurance and wholesome attitudes, he is freed for constructive growth toward adulthood?

3. How do you feel about sex education in schools and churches? Do you think it is effective when well done under competent leadership? Do other parents you know share your convictions?

4. Not long ago a young high school girl suddenly asked her mother, "What would you say, Mother, if I told you I was going to have a baby?" The mother swallowed hard for a long moment and then replied, "Well, I suppose we would have to decide what we would do with the baby. Why do you ask?" The daughter replied, "I heard of a girl my age who is going to have one, and I just wondered what on earth she would do. That's all."

Was the mother wise to keep her startled shock to herself when the question first came spurting out? How would you handle a similar situation?

Program Suggestions

• Discuss the question "Whose responsibility is it to answer children's queries?" Consider especially whether a mother should answer her daughter's questions and a father his son's, or whether the parent who is at hand when the question arises should face it with the youngster.

• Divide your group into small buzz sessions of four persons each. Have every buzz group jot down on cards the questions asked by adolescents that have been most difficult to answer freely. After all the buzz groups have reported, discuss your findings in terms of why young people ask such questions, why adults find them hard to answer, and how they are best handled.

• Invite one of these persons to your study group: the girls' counselor in your high school, a social worker from the home for unmarried mothers in your area, or a worker from your juvenile court. Ask this person to talk with you frankly about why he or she thinks young people seem to get into trouble. Discuss the role parents have in helping their children become happy, responsible, wholesome young adults.

• Review several of the references suggested below, all of which are used in school programs in education for life. Then discuss what seem to be the recommended procedures for such education in the public schools. Consider what subject matter best meets the needs of young people at the various age levels. Consult with your principal about your school's policies in these matters.

• Take a poll of your group's opinion of the question "We would like our children to have classes in sex education under competent leadership in high school." Ask every person to vote "Yes," "No," or "Undecided." Then discuss each position.

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Articles in the *National Parent-Teacher:*

Barbour, Richmond. "Dating—Big Business of Youth." October 1950, pages 4–6.

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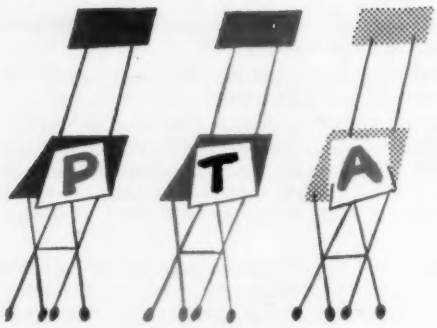
ABOUT FILMS

If any of the films listed here are not available for rental in your community, write the visual education chairman of your state congress of parents and teachers and ask where they may be obtained. The extension department of your state university will also be able to give you this information—and perhaps to supply you with the film.



projects and activities

GROUP DYNAMICS CREATES DYNAMIC GROUPS

WE'D ALL heard about group dynamics. Its novel techniques, like the buzz session and role playing, seemed to us practical devices to take the paralyzing chill off formal meetings. But could they do more? Could they make things happen in a P.T.A.? Could they produce changes in a school system? That's what the program committee of our P.T.A. in Pickstown, South Dakota, wondered. Despite our doubts about what this new approach could achieve, we decided to try it.

In one year of a program based on the buzz session technique of getting group participation—one year of thinking, planning, and working together—we achieved five tangible benefits. For the children in the first three grades, who could not use the regular school library, a special library was established. For high school youth, a much needed recreation program, including square dancing, was organized. A proposal for an improved teacher salary schedule (and hence for better education) won the approval of the school board. When a study indicated that sixth-graders were not ready for a departmentalized system of education, the junior high school was reorganized to include only the seventh and eighth grades. Finally, a P.T.A. health program of eyesight testing was successfully completed.

And things happened to the P.T.A. itself. Meetings, which at best had had an attendance of thirty of the faithful, zoomed to more than a hundred! Perhaps the creation of a Pickstown community spirit was the richest product of our experiment in group dynamics.

Pickstown is a "government" town. It was created by the Army Corps of Engineers six years ago for government personnel and workers constructing the great Fort Randall Dam on the Missouri River. Our citizens are friendly, intelligent family people (they organized a P.T.A. the year the town was established). But they cannot put down roots, for when the dam is completed they know they will move on to new construction jobs. It's not easy to build good community organizations among people who think of their community as a temporary residence. Nor is it easy to get people to participate in solving community problems when the general attitude is "Let the government do it." Yet a spirit of shared parent-citizen responsibility for community needs is what the P.T.A. succeeded in building through its 1953–54 program.

Testing the Tonic

Our program committee first tried out on itself the medicine it was going to recommend to vitalize our P.T.A. Using group-process techniques in its own meetings, it explored anew the question of just what a P.T.A. should be and do. Each member expressed his views. Out of this interchange of ideas came the conviction that the basic function of a P.T.A. and a P.T.A. program is to meet the needs of the association's members. The committee agreed that its first step was to find out the membership's real concerns.

Despite fears that the experiment might fail, the committee planned a buzz session for the first meeting. The membership was asked to form small groups to discuss the following questions:

In general, what do you want the school to do for your child, and what can you do for the school?

What type of P.T.A. program will interest you and best serve your child and his school?

Mimeographed sheets presenting a variety of sample answers were distributed to stimulate the members' thinking on these subjects and to help them formulate specific ideas. Discussion groups were formed by the simple device of having members push their chairs into small circles. Each group chose a leader and a recorder, who presented his group's findings to the committee.

The meeting was a success. The program committee got a clear composite picture of the members and a blueprint of their interests. The membership already had a stake in the building of the program; they had decided what they wanted and described their requirements. Now the committee's job began.

The members had indicated six general interest groups. Parents of children in the first three grades formed one group, which later had to be subdivided. A second group consisted of parents of children from

the fourth through the sixth grades. Two groups focused their attention on teen-agers, one concerning itself with vocational guidance and the other with recreation. School health problems were the subject of study for a fifth group. The sixth group, which attracted a number of school board members and had a minister as moderator, applied itself to the teacher shortage and the problem of salary scales.

A leader and a resource person, a parent and a teacher respectively, were selected for each group. These people were given training in the principles of group dynamics, so that they would know how to use the process—which is often abused—with the greatest effectiveness.

The Lean Look Disappears

Interest continued high and so did attendance at meetings as this preliminary work progressed. At the January meeting, when the program committee was ready for the whole P.T.A., 120 members came out. A few apprehensive souls, although rejoicing in the display of enthusiasm, worried and warned about the coming "lean months" of February and March. But there were no lean months.

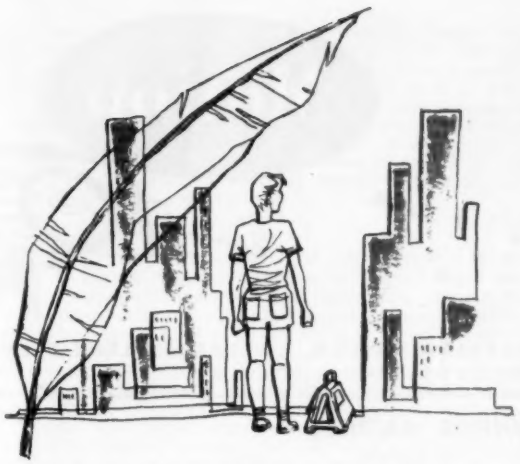
Under the warming sun of group dynamics, ideas burgeoned and flourished until they were ripe for presentation. We must confess that during the first evening of group reports our school superintendent blinked in astonishment once or twice, but his good-humored, wholehearted cooperation never wavered. From the beginning there had been a clear understanding among all of us that the ideas produced by our groups were to be presented in a spirit of friendly helpfulness and not imposed on anyone. No one ever put pressure on a school board member or anyone else to accept or reject them. If changes took place in the school system and community through the work of our groups, it was because the group process brought forth good ideas.

The high point of the year came in March when the groups concerned with the problems of children of various ages presented their findings through role playing. The skits, hilarious though they were, demonstrated real insight into child development and family relationships.

Our venture in group techniques has shown us that people can and will discuss freely, fearlessly, and profitably subjects of real concern to them. We have discovered at first hand that when we find out a person's interest and put him into a thinking, working relationship with people of similar interests, things happen—not only to the person but to the group and the community. In the group process we found reaffirmation of our faith in the good will and good sense of our fellow citizens.

—Robert E. Grimm

Chairman, Committee on Programs
Pickstown Parent-Teacher Association



A BOY GOES HOME

YOU GIVE someone some dollars. He gives you a red feather. You tuck the tiny crimson blade into your hatband or pin it to your lapel. Maybe you think again about that bit of crimson. Maybe you don't. While the transaction is still fresh in your mind, do you want to take a glimpse at one story behind the scarlet symbol you're wearing?

Let's go down to the railroad station. We want Track 5. Here it is. There, the end car. That last window. See Jimmy, the tousle-headed boy? Looks pretty thoughtful, doesn't he? The train's pulling out now, and he's waving to Officer Crandall down below. Where's Jimmy going? What's Officer Crandall doing here?

A few days ago life in the big city seemed pretty exciting to Jimmy. What was a home for boys out on a farm compared to it? Tame stuff! Dead! Why stick around? Why not take off? One night Jimmy did take off. Hitching was fair, and he found odd jobs. He got to the city, and for a few days he wandered at will, soaking in the bustle and the noise. But when his earnings gave out he spent a hungry night near a fountain in the park. Long before the stars had faded he knew he couldn't worry through another homeless day. At dawn he found a police station and told his story. One of the cops pushed a paper bag toward him —lunch. Another slid a bottle of milk beside it. Jimmy didn't need urging.

"Well, Jimmy, what are you going to do now?" It was Officer Crandall. Jimmy didn't answer. He had some trouble swallowing.

"Want to go back?"

Jimmy nodded. The officer reached for the phone and dialed Traveler's Aid.

Well, you saw Jimmy on the train. That red feather you're wearing helped him go back to what for him is home.

• The train's chugging away now. The red lights on the last car are tiny specks, and now they're gone. Time for us to go too. That's the Traveler's Aid booth with its big eye-catching red feather. It's hard to pass it casually after seeing Jimmy.

Jimmy's story is one of thousands behind that red feather of yours—stories of men, women, and children struggling against illness, poverty, loneliness. Every day these stories unfold in your own home town, in home towns across the country. By wearing a red feather you and thousands like you are helping these stories move toward happier endings. You saw what the feather meant for Jimmy. You have a glimpse of what it means for others who for the time being must be at the receiving end.

• But what does the crimson emblem mean for you? Through the bright red feather that you wear so casually you become part of the working conscience of your home town, part of the working conscience of this nation

Motion picture previews

PREVIEW EDITOR, ENTERTAINMENT FILMS
MRS. LOUIS L. BUCKLIN

JUNIOR MATINEE

From 8 to 12 years

Hansel and Gretel—Michael Myerberg. Direction, John Paul. A new type of electronically controlled, molded puppet makes its debut in this charming, feature-length fairy tale against the background of Humperdinck's music. The script was adapted to the screen by Padraic Colum. The puppets, created by the sculptor James Summer, are amazing. They seem to move on their own volition, and their soft, plastic faces appear to change expression. In a rather difficult story to interpret on the screen, the film emphasizes the happiness of the woodcutter's family. Here, the mother is merely quick tempered and thoughtless in sending Hansel and Gretel into the forest to pick strawberries.

The wistful faces of these captivating puppets lend enchantment to the newest interpretation of Grimm's Hansel and Gretel.

The bright-colored witch, with her long, wiggly nose, taking exuberant rides on her broomstick, is treated humorously. Because children's programs that are both wholesome and entertaining are increasingly scarce, parents and teachers will do well to support this courageous venture. Ask your local theater managers to bring the film into your community and then inform schools and other parents about it.

Family	12–15	8–12
Delightful	**Enjoyable**	**Enjoyable**

FAMILY

Suitable for children if accompanied by adults

Africa Adventure—RKO. Written and narrated by Robert C. Ruark. Although the color photography is inferior, this rugged, straightforward film log of a safari led by Robert C. Ruark into Kenya, British East Africa, and northward has appeal. The hunters, not at all rifle-happy, carefully select such game as "the biggest bull elephant since time began," a charging bull rhino, a young topi bull, sand grouse, and a spectacularly large buffalo in the tsetse-fly country. There are shots of lions, a lioness on the kill, and newborn elephants, rhinos, and baboons, as well as interesting scenes showing native customs and dances.

Family	12–15	8–12
Matter of taste	**Interesting**	**Interesting**

Brigadoon—MGM. Direction, Vincente Minnelli. The soft, fairy-tale setting of the Scottish heath, glowing with a strange, misty radiance around an ancient, dreamlike village, forms an enchanting background for this opulent musical. The film is further ornamented by the dancing of Gene Kelly and Cyd Charisse and by some pleasant choral and solo singing. Van Johnson looks ill at ease in a poorly written role that demands perpetual, surly boredom, eased only by drink, and provides a contrast to the ardent romanticism of Mr. Kelly. Also contrasted are the cynical sophistication of contemporary café life with the simplicity and sweetness of existence in the two-hundred-year-old village. Leading players: Cyd Charisse, Gene Kelly, Van Johnson.

Family	12–15	8–12
Lightly diverting	**Ditto**	**Fair**

John Wesley—Radio and Film Commission of the Methodist Church, with J. Arthur Rank. Although produced as a teaching film for the Methodist Church, this sensitive, semidocumentary biography, in Eastman color, will interest many a lay audience. John Wesley's love of God was expressed in a compassionate, ever deepening awareness of the suffering of the poor. As he brought the assurance of God's love to them, he awoke new feelings of dignity, of respect for one's fellow man—an effective basis for moral behavior. The portrayal of Wesley by Leonard Sachs is deeply sincere. The large supporting cast is colorful, and Oxford University, St. Paul's Cathedral, and Epworth look almost as they must have looked in the eighteenth century. Leading players: Leonard Sachs, Neil Heayes, Keith Pyott.

Family	12–15	8–12
Excellent of its type	**Excellent**	**Yes**

Paris Incident—Arthur Davis Releasing Organization. Direction Henri Decoin. An engaging French comedy about the loss of three telegrams by a fearful delivery boy. The belief that one telegram was for an important government official enables him to enlist the help of sundry adults and children in busy Paris. Attempts to recover one message from a high balcony, first with a broom, then with a fishing line, and finally with the big ladder of a fire engine, are hilarious. Pierrette Simonet adds a touch of pathos as an unhappy waif who wishes to prolong the drama of the streets to put off going home to her unloving parents. English titles. Leading players: Gerard Gervais, Pierrette Simonet, Christian Fourcade.

Family	12–15	8–12
Good fun	**Good fun**	**Good fun**

The Raid—20th Century-Fox. Direction, Henry Levin. Based on the book *Affair at St. Albans* by H. R. Sass, this pleasingly photographed melodrama is built on a true incident of the Civil War. A group of Confederate officers escape from a Union prison and successfully raid a northern town, copying Yankee techniques. To complicate matters, the leader becomes romantically interested in the pretty young widow who runs his boarding house, and attached to her young son. Van Heflin gives a sincere portrayal of the Confederate major. The other members of the cast are sketched in routinely for purposes of the plot. Tension is unnecessarily prolonged. Leading players: Van Heflin, Anne Bancroft, Tommy Rettig.

Family	12–15	8–12
Interesting	**Interesting**	**Interesting**

Tobor the Great—Republic. Direction, Lee Sholem. A simple but well-meaning science-fiction melodrama about a small boy and a big, electronically operated robot, Tobor. Tobor was invented by the boy's grandfather, an eminent scientist, to take man's place in exploring outer space and thus to save human lives. The child lavishes love and admiration on Tobor, which the

robot repays when boy and grandfather are kidnapped by spies. Instead of depicting a mechanical invention as an instrument of destruction, this picture, however foolish it may seem to adults, shows science as a constructive force. It will leave youthful science-fiction fans exhilarated and hopeful of the future. Leading players: Charles Drake, Karen Booth.

Family	12–15	8–12
Matter of taste	**A bit juvenile**	**Entertaining**

ADULTS AND YOUNG PEOPLE

Bengal Brigade—Universal-International. Direction, Lazlo Benedek. One of the recent rash of British Empire pictures, this is about the conflict between a rajah, nationalistic only for his own ends, and the British and British-trained Indian troops. As usual, a handsome, headstrong British captain is in love with the commandant's beautiful daughter. He disobeys orders—but why go on? The Technicolor is bright, the story dull. Leading players: Rock Hudson, Arlene Dahl.

Adults	15–18	12–15
Routine	**Routine**	**Routine**

Broken Lance—20th Century-Fox. Direction, Edward Dmytryk. Absorbing and powerful, this drama tells of a man's conflict with his family and with an era of change in the Southwest of the 1880's. Spencer Tracy is magnificent as the strong-willed rancher who, after building a veritable empire by unremitting labor, finds that his sons by an earlier marriage are bitterly resentful of him and jealous of their half-brother. Bewildered, he fails to see how he has himself created the situation. Katy Jurado's portrayal of his faithful Indian wife is memorable. Rejected both by society and by her stepsons, she counters hostility with love and convinces her own son of the futility of revenge. The western backgrounds look extraordinarily fine in Cinemascope but are, for once, of secondary interest. Leading players: Spencer Tracy, Richard Widmark, Katy Jurado.

Adults	15–18	12–15
Very good	**Very good**	**Mature**

A Bullet Is Waiting—Columbia. Direction, John Farrow. Excellent outdoor photography is the only claim to distinction of this curious little melodrama, which unrealistically combines western gangster elements with Oxford culture. After a sheriff's plane crashes on a desolate part of the California coast, the sheriff and his prisoner head for a sheep ranch run by the daughter of a former Oxford professor. Synthetic, heavy-going, and brutal in parts. Leading players: Jean Simmons, Rory Calhoun.

Adults	15–18	12–15
Poor	**Poor**	**No**

The Detective—Columbia. Direction, Robert Hamar. Admirers of G. K. Chesterton's famous detective, Father Brown, will be happy with Alec Guinness' delightful portrayal of the little priest, clad in a shabby cassock and clutching an ancient umbrella. The chief interest of this mystery-melodrama lies in human motivations rather than in violence. In fact, the film is so full of warm, amusing incidents and so well acted that one hates to point out the single flaw in the script—that the screen Father Brown is scornful of the official forces of law and order. This attitude is not at all consistent with that of Chesterton's wise, kindly, humble priest. Leading players: Alec Guinness, Joan Greenwood, Cecil Parker.

Adults	15–18	12–15
Different	**Entertaining**	**Yes**

Down Three Dark Streets—United Artists. Direction, Arnold Laven. Special FBI agent Broderick Crawford takes over three incomplete cases (attempted extortion, the search for a dangerous gangster-killer, and a ring of auto thieves) from a murdered colleague. Scientific FBI techniques are interesting, but this well-acted crime melodrama is occasionally brutal, as when a hoodlum's blind wife is savagely beaten. Leading players: Broderick Crawford, Ruth Roman.

Adults	15–18	12–15
Matter of taste	**Matter of taste**	**Possibly**

Dragnet—Warner Brothers. Direction, Jack Webb. Those who would like to see the well-known television program in color, on a wide screen, with a feature length story will enjoy Jack Webb's first venture into motion pictures. The background music is the same, as are the hypnotic monotone, the pared-to-the-bone dialogue, and Sergeant Friday's dead-pan face. The murder mystery, based on police files, is a simple, straightforward story of detection. Virginia Gregg's bit part as the murdered gangster's widow is notable. Leading players: Jack Webb, Ben Alexander, Ann Robinson.

Adults	15–18	12–15
Good crime melodrama	**Good crime melodrama**	**Yes**

Duel in the Jungle—Warner Brothers. Direction, George Marshall. Africa, with its unique terrain, its magnificent rivers and waterfalls, and its unfamiliar wild life, seems to be a popular setting for melodramas these days. Dana Andrews, as an insurance investigator, trails clues to the mysterious disappearance of a wealthy English diamond prospector all the way from London into the African interior. Red-haired Jeanne Crain lightens the investigator's burden, but perils like snakes, lions, and swirling rapids leave little time for romantic interludes. Leading players: Dana Andrews, Jeanne Crain, David Farrar.

Adults	15–18	12–15
Fair entertainment	**Yes**	**Yes**

The Egyptian—20th Century-Fox. Direction, Michael Curtiz. Darryl F. Zanuck's screen adaptation of Mika Waltari's best-selling novel involved two years of painstaking research and the technical advice of an assistant curator of Egyptology. The pre-Biblical spectacle is a heroic effort at blending several turbulent lives against the political and religious background of ancient Egypt. The reproduction of many details of that civilization is meticulous, and the resulting pageant, accurate historically, is well suited to Cinemascope. This is the life story of Sinuhe, a physician, whose long search for "truth" leads him into temples and tombs, among the most humble members of society as well as to the Pharaoh Akhnaton. Despite the educational settings and highly moral statements on justice, mercy, human equality, and the love of God, the film has some overly sensational episodes definitely unsuitable for children, and the story is banal. Leading players: Jean Simmons, Victor Mature, Gene Tierney, Michael Wilding, Peter Ustinov.

Adults	15–18	12–15
Heavy, lavish spectacle	**Poor**	**No**

The Gambler from Natchez—20th Century-Fox. Direction, Henry Levin. Strapping Dale Robertson wastes no time getting down to business when he returns to New Orleans after the Civil War and finds that his gambler-father has been murdered. Fortunately he is adept at surviving knife wounds, shinnying up walls, dueling with pistols and swords, and winning approval from attractive young ladies. The moral of this tale? "Be an *honest* gambler, and you too may win a river boat or a southern plantation." The Technicolor photography is colorful though not imaginative. Leading players: Dale Robertson, Debra Paget, Thomas Gomez.

Adults	15–18	12–15
Mediocre	**Mediocre**	**Poor**

Human Desire—Columbia. Direction, Fritz Lang. An unsavory story of passion and jealousy, based on Emile Zola's novel, unfolds in a modern railroad setting, with all appropriate sights and sounds. Vistas seen from the cab of a speeding Diesel locomotive vie with action taking place in the coaches. The railroad yards, scenes of fascinating and intricate operations by day, become a clandestine meeting place by night. Unfortunately the characters are depicted with less care than the settings. Although competently acted, the tawdry story is mediocre and of little interest. Leading players: Glenn Ford, Gloria Grahame, Broderick Crawford.

Adults	15–18	12–15
Poor	**Waste of time**	**No**

Khyber Pass—United Artists. Direction, Seymour Friedman. A similarity of title may confuse moviegoers into mistaking this synthetic, second-rate production for a recent Cinemascope success. During the struggle between the British and the Russians at the Khyber Pass at the turn of the century, a stubborn, rebellious captain of the British Lancers disobeys orders while patrolling the border. Through his superior acumen and prowess a Russian plan to occupy Afghanistan is later discovered and thwarted. Leading players: Richard Egan, Dawn Adams.

Adults	15–18	12–15
Mediocre	**Mediocre**	**Poor**

Living It Up—Paramount. Direction, Norman Taurog. Dean Martin and Jerry Lewis have taken over the story of Hazel Flagg—once filmed as *Nothing Sacred* and currently running as a Broadway musical—and have had it not tailored but machine-made to their talents. Their version is standardized, noisy slapstick farce, and handsomely mounted. Jerry is "Homer" Flagg, a languishing yokel, supposedly dying of radium poisoning in Desert Hole. A blonde reporter takes him to New York for one last wonderful fling, so that sob stories about him will enable a metropolitan newspaper to increase its circulation. Leading players: Dean Martin, Jerry Lewis.

Adults	15–18	12–15
Matter of taste	**Tasteless**	**Poor**

Mexican Bus Ride—Clasa-Mohme Release. Direction, Louis Bunuel. An uneven but colorful picture of a busload of passengers: the impoverished aristocrat waiting for his lands to be

restored (his fellow passengers know they never will be): the politician, losing no chance to stump for election; two children, squabbling in the aisle; a goat and lamb, clambering over dozing passengers; and an irrepressible vamp, pursuing her quarry. The passengers are happily resigned to flat tires, dizzy mountain heights, fog, rock slides, and being stuck in muddy fords. They volubly rejoice over an unexpected birth and grieve when a child's coffin is loaded on the bus. English subtitles scarcely do justice to the pungency of the Spanish language. Leading players: Lilia Parado, Esteban Marquez, Carmen Gonzales.

Adults	15–18	12–15
Entertaining	**Mature in part**	**Mature in part**

Naked Alibi—Universal-International. Direction, Jerry Hopper. A discredited detective hunts down a psychopathic killer, who is protected by a politician, and trails him through a maze of fights, gun battles, and sexy episodes. A violent counterfeit of real melodrama. Leading players: Sterling Hayden, Gloria Grahame.

Adults	15–18	12–15
Matter of taste	**Poor**	**No**

Pacific 231—Tadie Cinema. This musical short attempts to do for machines what Walt Disney's documentaries do for nature. A symphony of movement is blended with a symphony of contemporary music written and conducted by Arthur Honegger. The camera follows the progress of "Pacific 231," a picturesque French train, hurtling through the countryside from one station to another. Quick shifts of scene, down to converging sidings, up into patterned telegraph wires, through flickering bridge supports, past flashing landscapes, always return to the plunging pistons. The tempo and pitch of the music rise from hypnotic repetition to dizzying tension as the camera precedes the speeding engine on a winding roadbed, then dies to a sighing halt—and that's all! A prize winner at the Cannes International Film Festival.

Adults	15–18	12–15
Interesting	**Interesting**	**Interesting**

Rear Window—Paramount. Direction, Alfred Hitchcock. The rear window of a Greenwich Village apartment serves as a "keyhole" for the wily thrill-concocting of Alfred Hitchcock. Through the eyes of an ingenious photographer who is confined to a wheelchair after an accident, Hitchcock pries into the lives of neighbors whose windows open on the court. Emphasizing leisurely, sophisticated comedy rather than menace, the old master builds a crescendo of thrills. Among the characters are nurse Thelma Ritter, who offers advice on life and love and shows a ghoulish curiosity about the details of murder, and Grace Kelly, deeply enamored of the guileless photographer, Jimmy Stewart. Window-framed vignettes include Miss Torso, Miss Lonely Heart, the Honeymooners, a jewelry salesman, and a bird whistler and her husband. They are seen, rather than heard, above the skillfully created everyday noises of the city. The acting by a star cast is expert. Leading players: James Stewart, Grace Kelly, Wendell Corey, Thelma Ritter.

Adults	15–18	12–15
Entertaining	**Sophisticated**	**No**

Stratford Adventure—National Film Board of Canada. Direction, Marten Parker. This inspiring, excellently photographed documentary film tells of an audacious dream. Certain residents of an obscure Canadian village desire to bring Shakespeare into their own Stratford-in-the-New-World. They envisage a distinguished yearly festival with the bard's plays acted, directed, and produced in their village by the world's great interpreters of Shakespearean drama. A year of intensive work—telephoning, traveling, telegraphing, and fund raising—produces the longed-for results. Tyrone Guthrie, the distinguished director, Alec Guinness, and other professionals come from London to start rehearsing. The enthusiasm spreads throughout the community, until carpenters, electricians, builders, milliners, and dressmakers are all contributing their time and skills. And at last, with a fanfare of trumpets, the Stratford Festival begins.

Adults	15–18	12–15
Excellent	**Excellent**	**Yes**

Three Hours To Kill—Columbia. Direction, Alfred Werker. In this cheap western mystery, gun-rider Dana Andrews narrowly escapes a lynching for murdering his sweetheart's brother and later returns to discover the real killer. There is Technicolor, but no shots of rugged scenery or beautiful horses. There is a good cast, but only shallow characterizations and a shoddy story. Leading players: Dana Andrews, Donna Reed, Dianne Foster.

Adults	15–18	12–15
Matter of taste	**Poor**	**No**

16MM FILMS

Ages and Stages—Released by McGraw-Hill. Produced by Crawley Films. This delightfully photographed series of four studies of happy and normal children, aged one to nine, gives an illuminating perspective on patterns of growth. The films are amusingly entitled "He Acts His Age," "Terrible Two's and Trusting Threes," "Frustrating Fours and Fascinating Fives" (prize winner in the recent Golden Reel Film Festival in Chicago), and, just released, "Sociable Sixes and Noisy Nines." We see the normal conflicts and exasperating rebellions that may be expected at each stage of development and the sympathetic but firm guidance they require. Then we see in the actions of the same child, grown a year older, that problems will resolve themselves if he is given the love and care that permit him to grow freely. Excellent for parent education study-discussion groups, the pictures are enjoyable as well as instructive. Bits of natural humor are woven through the episodes, and the children, amazingly photographed, are spontaneous and utterly charming.

Our Bible: How It Came to Us—Caravel Films. Direction, Mauri Goldberg. Although the American Bible Society intended this film primarily for church and study groups, its artistic excellence and dramatic appeal will draw a wider audience. The layman is made to realize anew what a tremendous influence the Bible has had on our Western culture; how men's struggle for freedom to read the Bible for themselves is inextricably woven into their struggle for political freedom and human dignity. More than 250 actors of the Screen Actors Guild play their roles with sincerity and skill. Great pains have been taken to assure authenticity not only in the episodes of the story but in innumerable details. For example, Tyndale is seen working with contemporary duplicates of the Greek and Hebrew texts he actually used. The film may be used in three units: Part 1, "The Formation of the Bible" (26 minutes); Part 2, "The Bible Spreads Across Europe" (27 minutes); and Part 3, "The Making of the English Bible" (35 minutes).

Psychology for Living Series—McGraw-Hill. Three films, correlated with a textbook of the same title, are designed specifically for high school guidance courses. They are also valuable for parent education study groups and young people's organizations. "Facing Reality" is an ambitious and highly provocative film that needs a good discussion leader. It illustrates and attempts to classify patterns of behavior that serve to shut out reality (rationalization, projection, negativism), so that young people may begin to understand themselves and their associates. In other words, it teaches wisdom in human relations. "Habit Patterns" shows the destructiveness of bad habits in a charming dramatization of an untidy, disorderly, yet basically attractive girl, who never has time to do anything right because she has never "got hold of herself." "Successful Scholarship," although more technical, should be a useful springboard for discussion among parents and teachers interested in helping boys and girls form good study habits. It tells the story of an average girl who has to study hard for good grades, emphasizing plan, place, method, technique, and above all the perspective and purpose that make study meaningful.

The Snow Maiden—Trident Film Corporation. Direction, L. F. Doheny, C. F. Schwep. Exquisitely fashioned Salzburg marionettes enact this fairy story. When the Snow King hears that the tears of a boy can put out the sun he sends his sprites to find a boy who will weep for him. With no sun, there would always be winter, and he would reign unchallenged. The Silver Minstrel performs all the heroic deeds in this story as well as in three other tales in the While-Away series (*Rapunzel, Hansel and Gretel,* and *Snow White and Rose Red*). This device may detract somewhat from the integrity of the films, but not from the enjoyment of the children who see them.

Working and Playing Toward Health—Affiliated Film Producers. Direction, Willard Van Dyke. A simple, poignant documentary that dramatizes the therapeutic work carried on at Manteno State Hospital, Illinois, gives the layman new insight into the emotionally troubled, and the importance of love and attention in restoring them to health. Sensitive vignettes show the patients as deeply sad, almost immobile human beings who have withdrawn into themselves so completely, lest they be hurt, that they cannot be reached by the outside world. Parent-teacher members, concerned with strengthening individual dignity and happiness, will be especially stirred by the effectiveness of the recreational, occupational, and industrial therapy. The film is also valuable for young people in search of a career and for parents who might be prejudiced against their children's entering this field. The beauty and artistry of the film have been recognized by the many honors and awards given its makers.

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